

# *Analysis of the Application Path of the Branch Bank Model in the Construction of Computer Specialty in Higher Vocational Colleges*

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**Abstract:** The cultivation and improvement of students' practical ability in vocational colleges should be combined with the basic requirements of practical learning, and students' knowledge learning ability should be innovated and optimized in methods. For students in vocational colleges, their basic learning ability is relatively weak, and in the context of vocational colleges, the improvement of students' practical skills has become the key goal of students' practical learning. The credit bank mainly establishes an independent learning account to form a lifelong learning system for students. For vocational college students and computer majors, it has certain application suitability. It can help students combine the continuous innovation and development of computer professional technology, constantly introduce progressiveness and targeted theoretical knowledge and practical projects for application, and ultimately achieve better professional learning results. The main points for the introduction and application of the credit bank model are to make full use of the learning advantages of the computer specialty to complete the establishment and activation of learner accounts, effectively store and identify learners' staged learning achievements, and reasonably plan the identification criteria for the transformation of learning achievements, so as to fully adjust the social environment dimension resource conditions to promote the construction of the credit bank.

## **1. Introduction**

In the process of computer major learning, students in higher vocational colleges need to constantly improve their teaching ideas and methods. This is not only the basic requirement for higher vocational college students to learn courses, but also an important path to optimize the application effect of the credit bank model. In practical learning, credit bank is an independent learning account established by computer system. The obstacles in the course learning ability and progressiveness thinking of students in higher vocational colleges are the main obstacles to the popularization of the new teaching guidance model of credit bank in higher vocational colleges. Teachers and school administrators need to plan and improve reasonably from the actual situation.

## **2. Exploration on the value of credit bank project in the construction of computer specialty in higher vocational colleges**

### **2.1. In line with the basic characteristics of continuous innovation and development of computer science**

Although the network platform and information technology have been organically integrated with people's daily life and various industries at this stage. However, in the process of computer professional development, different types of resource materials still present a state of continuous innovation and optimization. For students in higher vocational colleges, based on the problems and obstacles in their basic learning ability and practical ability, when learning computer courses, in addition to mastering basic theoretical knowledge and practical learning requirements, some students in higher vocational colleges lack the ability to understand and accept advanced technology and advanced ideas in the computer field [1]. At this time, it is necessary to introduce innovative teaching organization mode to provide all students with relatively equal and more flexible innovative learning channels and methods. For students in higher vocational colleges, this can also help them find channels and content that meet their own learning foundation and learning needs in their learning, and provide support for the ultimate good training effect of computer professionals [2].

### **2.2. Meeting the requirements for improving the technical ability of computer professionals**

Under the background of credit bank project promotion, students' learning effectiveness and learning practice status of computer courses can be reflected to a certain extent through different types of technical ability assessment and technical ability improvement projects. The credit bank can also provide support and help for the identification and improvement of the technical ability of computer professionals through unified planning and evaluation criteria based on differentiated related material resources [3]. In the process of promoting the project in practice, as long as technicians and computer system developers can comprehensively consider the content modules and evaluation standards that can be included in the credit bank at this stage. Choosing a relatively more unified and standardized evaluation standard to evaluate and observe the technical ability of computer professionals can fully combine the actual requirements of this project and do a good job in training computer professionals. For students, credit bank is an independent individual learning project. Therefore, if the teaching evaluation and qualification certification information with continuity and logical relationship can be obtained in the credit bank, it will also help students in their future employment and personal development.

### **2.3. Meeting the basic requirements of computer professional training at this stage**

With the development of computer and network platform, the cultivation of professional talents also needs continuous innovation and improvement in practice. Credit bank is a teaching guidance method and teaching practice project with continuous momentum and can significantly reflect innovation. As long as the early stage students can adapt to this new learning mode and have a certain degree of autonomous learning ability, their personal practical learning effect and learning quality will certainly be improved. From the perspective of professional talent training, student banks can improve students' ability based on different implementation environments by designing practice modules for different types of professional skills and jobs [4]. This is in line with the talent training requirements of the computer specialty, which is constantly updated, developed and improved. For the development of professional talent training, this is an important driving force to achieve better talent training results, and also a scientific method that can reflect the advantages of credit bank

practice projects.

### **3. Basic principles of integration of credit bank project and computer specialty construction**

#### **3.1. Teachers should fully understand the principles and methods of credit bank project application**

For students at the learning level in higher vocational colleges, the specific state in their practical learning and the practical problems faced by practical learning all need targeted guidance and education from teachers. Therefore, for the promotion of the credit bank project in higher vocational colleges, teachers should first start from their own and fully understand the internal motivation and basic principles of the integration of computer science and credit bank projects. On this basis, better credit bank project implementation effect will be obtained. As a teacher, on the one hand, we should fully understand the authority and functional modules of the credit bank independent learning account. On the other hand, it is also necessary to ensure that the content system in the credit bank project matches the content required by the ability training, theoretical knowledge learning and practical learning of computer majors. This is an important condition for giving full play to the practical value of the credit bank independent project, and also an important basis for helping teachers grasp the direction and connotation in practical guidance and find scientific educational guidance methods.

#### **3.2. The credit bank project system should be optimized and improved in time**

Whether for the study of computer software related majors or for the application of the credit bank project system, maintaining the application effectiveness and stability of the system itself is an important condition for achieving better professional teaching results and giving play to the advantages of the credit bank project. In the process of organizing and implementing the specific practical teaching, the content items included in the credit bank should be scientifically allocated according to the actual situation. As for the teaching and construction of computer major courses discussed in this paper, in the process of introducing and applying the credit bank model, it is necessary to optimize and improve the scoring items in the credit bank and the course items learned by students according to different content modules and the requirements for improving practical ability. It can ensure that the assessment focus and practical projects of the credit bank match the basic requirements of students' theoretical knowledge and professional learning. This is also an important basic condition for giving full play to the practical role of credit banks. In addition, system operation stability and system security are also very important parts of the project construction. Only when the system can function normally, can the credit bank continue to function under the background of lifelong learning. The system maintenance and security personnel should pay more attention to their own work, and introduce and apply the credit bank project system based on the comprehensiveness of information content, information security and other aspects.

### **4. Analysis of the application path of introducing the branch bank model in the construction of computer specialty in higher vocational colleges**

#### **4.1. Making full use of the learning advantages of computer major to complete the establishment and activation of learner accounts**

Higher vocational college students have certain differences on the basis of practical learning ability and practical learning. Adapting to the learning and upgrading requirements of students in higher vocational colleges and improving the pertinence and effectiveness of students in professional

learning are the key goals that students in these colleges should pursue in their professional learning and practice. Especially for students in higher vocational colleges, the computer specialty itself has the basic requirements of keeping pace with the times. Therefore, when the credit banking system is integrated with practical teaching in higher vocational colleges, teachers need to make full use of the professional advantages of students in the computer system. In the early stage of account construction, students participate in relevant practices and build corresponding user accounts through independent operation. For different students, there may be objective differences in their basic ability to learn computer courses and their learning status. At this time, it is more necessary for teachers to customize corresponding learning content modules for different students based on the basic principle of user portrait when the system is enabled. The registration and activation of accounts also need to be completed with the computer system. Teachers can activate and apply credit bank accounts on the basis of listening to students' opinions and meeting the application requirements of students' bank projects, so as to lay a good foundation for further practical teaching guidance.

#### **4.2. Effective storage and identification of learners' staged learning achievements**

The storage and identification of phased learning achievements is an important condition for individual students to ensure their learning effects and optimize their learning quality. Especially for students in higher vocational colleges, the achievement of learning results requires a certain time cost, and the improvement of students' own technical ability may also be flexible. At this time, it is more necessary to rely on the professional information system and use the way of credit bank to realize the storage and recognition of learners' staged learning effects by means of points or qualification authentication, qualification certificate reading and other ways, which is an important basic condition for credit bank to play a role in the subsequent practical application. In addition, when formulating the credit banking system, it is also necessary to effectively incorporate relevant identification standards and information storage screening standards, in order to ensure that the content system and specific project indicators included in the student bank meet the needs of students' learning and practice, as well as the ability and quality requirements of computer students at the social and enterprise levels at this stage. In addition, when storing and identifying relevant information, the credit bank should also have the ability of information screening, so as to ensure that the reliability and authenticity of the screening results can be guaranteed in the process of information screening and screening, which is also an effective method to ensure that the credit bank information does not have errors and problems

#### **4.3. Reasonably planning the recognition criteria for the transformation of learning achievements**

Because the credit bank is an independent and systematic software for the students of vocational colleges. Therefore, if it is effectively applied in independent majors, it will be further promoted in a wider range. At this time, the reasonable planning of the identification criteria for the transformation of learning achievements plays an important role in the effective promotion of integration. Therefore, as a system developer and a computer professional course teacher, we should pay attention to the transformation of students' learning achievements based on a unified standard, starting from reality and based on the theoretical knowledge level, practical ability assessment and professional technical certificate assessment. At the same time, in terms of identification standards, we should also carry out targeted division and formulation, in order to ensure that the points entered into the credit bank meet the expected requirements in terms of gold content, authenticity and reliability. In addition, planning the transformation process of learning achievements and specifying the identification criteria can also quickly and accurately identify the students' learning achievements and professional and technical

ability level when they get practical achievements. Finally, it will provide convenient conditions for the qualification evaluation of students and the implementation of employment work.

#### 4.4. Fully mobilizing resource conditions of social environment dimension

To fully mobilize the resource conditions from the social dimension mainly means that in order to promote the implementation of the student bank project in a wider range, when establishing the credit bank project and further promoting the implementation, we should also consider the impact of the surrounding environment, social environment and other factors. Try to solve the problems of public opinion and people's recognition and acceptance that may be encountered when credit banks are widely used. In view of the reality at this stage, there are some contradictions and conflicts between vocational college students' learning needs, learning space and learning time. As a practical project of applying computer systems and platforms, credit banks may have certain resistance and problems in promoting the implementation. In addition, some of the certified honorary certificates of skill competitions in the standard system and the transformation of work experience have certain flexibility and abstraction characteristics. The corresponding criteria cannot be positioned accurately in practice. This will affect the wide popularization and application of credit banks. In addition, in the objective environment, the ideological and cognitive problems of learners and students' parents will also affect the large-scale implementation of credit banks. Only by improving the pertinence and effectiveness of social environmental resources and standard recognition, can these resource conditions play a positive role in practical application and reflect the practical value.

#### 5. Conclusion

According to the practical analysis of this paper, the integration and application of the credit bank project in the construction of computer specialty in higher vocational colleges has a very significant role in promoting students' learning enthusiasm, creating more sustainable and stable learning resources and learning environment. In order to give full play to the positive role of the student bank education guidance model, teachers, students and schools need to work together to help promote the popularization and application of credit bank projects. For students, in the process of applying more advanced technologies and platforms to organize and implement learning activities, they should also simultaneously improve their personal information media literacy to ensure that they can obtain the expected learning practice effect with the support of advanced subsidy platforms and tools.

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