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A Guide to the Application of Modern Information Technology in Higher Vocational Colleges: A Case Study of China Chongqing Wanzhou Vocational Education Center

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Abstract

Background and Aims: With the development of information technology, flipped classrooms, micro-courses, MOOCs, and other educational means have been gradually applied to education and teaching, which not only changes the teaching methods of teachers but also promotes the transformation of teaching management means. This study aims to investigate and analyze the use of new ICT and provide suggestions for guiding the development and use of modern information technology in Chongqing Wanzhou Vocational Education Center.

Methodology: Using random sampling, 90 respondents were selected from 30 students, teachers, and administrators of the Chongqing Vocational Education Center. Interviews were conducted according to the outline, and detailed interview answers were recorded with the consent of the respondents. After the interview, valid information was extracted for follow-up analysis.

Results: It is found that there are some problems in the application of modern information technology in Chongqing Vocational Education Center. The use of modern information technology in schools is hampered by issues including passive teaching techniques, poorly designed curricula, and a lack of educational resources. These issues prevent talent development programs from being tailored to the needs of the job market and impede students' overall growth. These problems are further compounded by traditional teaching evaluation techniques, which impede the transition to a more objective and data-driven educational approach by lacking thorough student feedback.

Conclusion: The Chongqing Vocational Education Center's use of contemporary information technology has exposed challenges like poor curriculum design, passive teaching approaches, and a lack of educational resources, which hinder talent development and impede students' overall development. Furthermore, by not offering comprehensive student feedback, traditional teaching evaluation methods exacerbate these issues and impede the shift to a more objective and data-driven educational paradigm.

Keywords: Modern information technology; Higher vocational colleges; Application

Introduction

The rapid development of modern information technology has brought revolutionary influence to China's vocational education and has become an important driving force for promoting the reform and development of vocational education (He, 2017). The Ministry of Education has put forward a series of specific opinions, policies, and measures on deepening the reform of vocational education and improving the quality of talent training, with special emphasis on the improvement of teachers' information technology ability and the overall level of information technology (Lu, 2017). At the same time, by promoting the national teaching information competition of vocational schools and other projects, actively cultivate and improve the level of vocational education and informatization, and further promote the healthy development of vocational education (Huang, 2019). These measures not only reflect the importance of vocational education at the strategic and policy level but also show the firm support and active promotion of the Ministry of Education for the informatization construction of vocational education at the level of project implementation (Wu, 2018). With the continuous progress of information technology, it is believed that China's vocational education will usher in a better

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development prospect, and make greater contributions to cultivating more outstanding talents and promoting social and economic progress.

Objectives

1. To study and analyze the use of new information and communication technology in Chongqing Wanzhou Vocational Education Center.

2. Using ICT suggestions to guide the development and use of modern information technology in China Chongqing Wanzhou Vocational Education Center.

Literature Review

1. Research Status in Foreign Countries

1.1 the application of information technology in school education and teaching management. Ortega Manuel and Bravo Jose (Ortega & Bravo, 2020) analyzed the influence of information technology on class characteristics and teacher-student relationships. Ortega, Manuel, Bravo, Jose David Mioduser and Rafi Nachmias (Mioduser & Nachmias, 2017). analyzed the school organization through horizontal and vertical systems. Using the United Kingdom as an example, Sarah Younie (Sarah, 2019) conducts a comprehensive investigation and analysis of education reform, government ICT measures, and the education evaluation report.

1.2 Research on the content of information technology in education management. From the point of view of teaching management, Niculescu (Niculesc & Obilisteanu, 2020) and other researchers looked at the connection between educational activities and students' motivation to learn. Daniel Chenko (Danilchenko, 2017) efficiently presented the readiness experience of the executive's informatization of neighborhood instructive foundations in Sevastopol.

1.3 The overall research of educational management informatization. From a global perspective, Bi Tingyan (Bi, 2019) discusses the advanced experience of developed nations in the use of information technology for educational reform. Petrova et al. (Petrova et al, 2017) conducted an in-depth analysis of the education informatization situation in China at present.

2. Domestic research status

Research on the essential connotation and content of information technology in education management.Qin Hong, Zhang Wusheng (Qin & Zhang, 2021) and different researchers clarified the fundamental qualities of "Internet+education" and examined its improvement pattern.②Research on information technology courses for education management. Zhang Yan (Zhang, 2020) looked into and looked at the "Internet+Education" model. Research on the content of information technology in education management. Li Chen (Li, 2019) selected a typical case of the integration of the Internet and education, analyzed the essence of Internet+education, and predicted its development trend. (3) Research Review

Even though educational informatization has been studied in the past by scholars from other countries, there are not many successes from the perspective of vocational education. Even though there are more than ten major journals that cover vocational training, few studies have combined modern information technology with vocational education. Hence, based on researchers' exploration of professional schooling and informatization, this paper limits the general examination scope, actually joins the hypothesis with training, and investigates the job of present-day data innovation in professional training in China.

Conceptual Framework

1. Guidelines: Guidelines are a series of principles, guidelines, or directions formulated by organizations, institutions, or individuals to achieve specific goals or solve problems. They provide a framework and guidance for behavior and decision-making to ensure consistency, compliance, and effectiveness. Guidelines can cover ethical, legal, policy, procedural, and other aspects designed to guide behavior and ensure that the desired results are achieved. Definitions of guidelines often include

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clear goals and principles, as well as descriptions of the scope of application and methods of implementation.

2. Career: occupation refers to the paid work or duty of a person to make a living. It is often associated with specific skills, knowledge, and training, and is maintained by being paid. A career can include a variety of different fields, such as doctors, teachers, lawyers, engineers, artists, salespeople, etc. Occupations require specialized education, training, and experience to develop and provide professional services in specific areas. People often choose a career based on factors such as personal interests, talents, values, and employment opportunities. A career is not only a means of earning a living but can also be a means for individual growth, contributing to society, and achieving individual goals.

3. Application: refers to the ability to apply knowledge, principles, methods, techniques, and rules to new specific situations to solve problems, create new knowledge, or achieve specific goals. This application usually needs to be built on a solid grasp of the knowledge points. The process of application involves combining the learned knowledge with the actual situation and transforming the learning results into practical actions through cognitive processes such as analysis, evaluation, reasoning, and creation. This requires learners to be able to understand and explain the connotation of knowledge, and to be able to apply it flexibly to different situations.

4. Modern information technology: Modern information technology refers to the technical system that collects, processes, transmits, and applies information using computer science and communication technology and using electronic equipment and networks. It includes many fields of technology, including computer science, communication technology, database technology, artificial intelligence, big data technology, cloud computing technology, and virtual reality and augmented reality technology. These modern information technologies have been widely used in various fields, such as the Internet, e-commerce, smartphones, the Internet of Things, smart homes, smart cities, and so on. Their continuous innovation and development have promoted progress and change in society, and have had a profound impact on people's work and study.

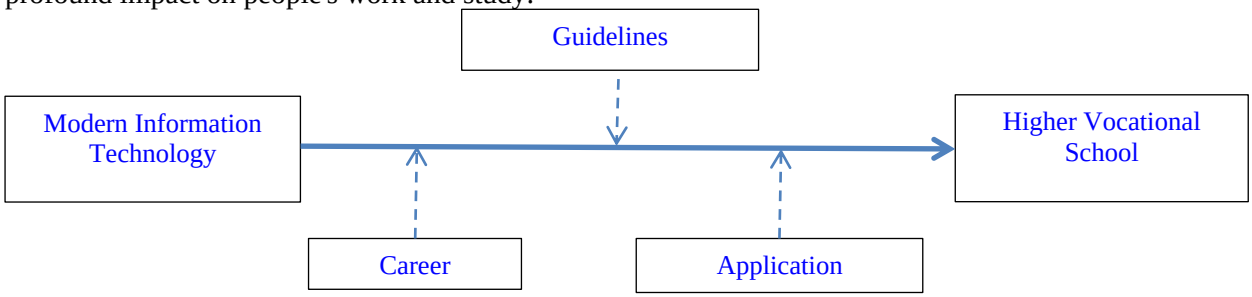

Figure 1. A conceptual framework Diagram

Methodology

Interview method: Through in-depth face-to-face interviews with students, teachers, administrators, and information technology-related personnel, we can gain an in-depth understanding of their cognition, use, existing problems, and future expectations of modern information technology. Interviews can help researchers obtain detailed and comprehensive information and viewpoints, reveal the actual application and challenges of modern information technology in education and teaching, and help formulate practical application guidelines according to actual needs. At the same time, interviews can also help establish a good relationship of communication and trust, so that researchers can better understand the interviewee's real thoughts and needs, to provide in-depth insights and data support for the research.

Results

Through the interview results, the problems and reasons for the application of modern information technology in vocational education are summarized and analyzed, as shown in the following table.

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Table 1 Summary of the survey findings

	Problem summary		The corresponding reason
1	There are no participants in the formulation process of the talent training plan for integrating industry and education in vocational colleges	1	Vocational colleges do not pay enough attention to the cultivation of students' comprehensive quality
2	The curriculum lacks effectiveness	2	Curriculum development lacks an understanding of the industry and society
3	The teaching process is simple	3	Lack of effective teaching planning
4	Educational resources are relatively scarce	4	Insufficient economic investment in educational resources
5	The teaching evaluation is only superficial	5	Teachers and students have an insufficient understanding of the evaluation

(1) Analysis of research results

1) Current situation of modern information technology in schools. ① Infrastructure construction. First, campus network construction. Libraries and teaching areas have initially achieved comprehensive coverage of wireless networks, the campus network coverage is as high as 80%, and a considerable part of the school campus network coverage is close to 100%. At present, the use of campus Internet services in higher vocational colleges is mainly mobile Internet services, followed by telecommunications, and finally linkage service providers. In terms of network deployment, the network coverage in the public area of Chongqing Wanzhou Vocational Education Center is relatively high, but it has different meanings in the evaluation of information effectiveness by faculty and students. Second, multimedia classroom construction. At present, the construction of multimedia classrooms in higher vocational colleges has a high level, but the effect is not very ideal when it is used. Third, the digital campus construction of the card. In the digital campus system, the campus card is included, and the full integration of the two is realized, so that the school teachers and students each have a campus card, replacing the previous ID information and related functions, and providing a lot of convenience for the campus life of teachers and students. On the whole, the campus card can provide a lot of convenience for teachers' and students' learning and life, and can also strengthen the connection with various learning infrastructures of the school. The effective integration of various management and learning systems can help students, resources, and life management realize informatization, which is the most important component of digital campus construction and can significantly improve the level of campus information management.

2) Application of educational resources. The Gyeongmanju Vocational Education Center is also aware of the importance of the Internet and information. The efficiency of education management will be significantly improved with the progress of information technology and the deep integration with the education field, and the effective integration of the Internet and big data provides infinite possibilities for the sharing of teaching resources. However, according to the actual development of higher vocational colleges, there are many deficiencies in the information technology of educational resources, which are mainly reflected in the lack of a perfect information management system. In the process of education information construction, the construction of an information management system is very important. Although higher vocational colleges have built their office automation system and student management information system at present, their efficiency is not good in the specific operation process due to the reasons of operation and maintenance. At present, some teachers in higher vocational colleges are not good at using information technology to create the real situation of knowledge generation and application for learners, which makes students in higher vocational colleges have certain difficulties in knowledge construction. There are some problems such as a unitary teaching process, lack of effectiveness in curriculum setting, and superficial teaching evaluation.

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3) Management environment information. First, the school information release platform. At present, for Chongqing Wanzhou Vocational Education Center, the campus information portal has been established based on its actual situation. Although the website setting of Chongqing Wanzhou Vocational and Technical Center is involved, the school currently lacks a special school information management APP. Second, establish the school information system. At present, almost every functional department of Chongqing Wanzhou Vocational Education Center has established a management system, such as an educational affairs information system, personnel information system, and so on. Third, personnel management information. Although the school collects a lot of information about the staff, the information is too scattered, some information is stored in the faculty department, some information is stored in the personnel department, and many other departments store information related to themselves. Therefore, various departments need to exchange their information to make efficient cooperation between them.

(2) Problems existing in the application of modern information technology in schools

① There is a lack of participants in the process of formulating the talent training program for the integration of production and education in vocational colleges. In the process of formulating the talent training plan for the integration of production and education in Chongqing Wanzhou Vocational Education Center, there is indeed a problem of lack of participants or insufficient participation. When formulating talent training programs, schools can usually only determine training objectives based on government policy documents and enterprise employment standards. Lack of necessary information means and tools to tap the demand trend of the current talent market, so the level and structure of talent training can not keep up with the change of talent demand under the background of information. In addition, the effect of education has a certain lag, which means there is a certain disconnect between the talents cultivated by the school and the actual demand. ② The curriculum is not effective. First, the curriculum lacks pertinence. Although Chongqing Wanzhou Vocational Education Center takes into account the requirements of enterprises for graduates when offering courses, it does not conduct in-depth investigations and make timely adjustments according to the market demand. Some of them blindly follow the trend, lack investigation into the job demands of enterprises, and lack their characteristic majors. This kind of "drift with the tide" setting of majors is not conducive to the selection of talents in the labor market. At the same time, it is not conducive to the long-term development of vocational colleges themselves. Second, the course content lacks The Times. The updated speed of the course content of Chongqing Wanzhou Vocational Education Center cannot keep up with the changing speed of enterprise development for employment demand. Third, the curriculum proportion arrangement lacks rationality. To change the tradition of "emphasizing theory over practice" in the past, Chongqing Wanzhou Vocational Education Center now attaches great importance to practical courses, and some even ignore the role of theoretical courses in cultivating students' sustainable development ability, which appears to be "overcorrecting". (3) The teaching process is simple. First of all, students are still in a passive position in teaching activities, and the traditional teaching mode centered on the authority of teachers is still widespread. Teachers still play the role of knowledge imparts, while students passively accept and digest knowledge. This way of teaching limits the initiative and creativity of students and prevents them from fully realizing their potential. Second, teachers fail to tailor learning programs to students' individual needs. Each student has different learning abilities, interests, and learning styles, but teachers often adopt a unified teaching method and materials that cannot meet the individual needs of students. This results in some students feeling confused and helpless during the learning process, unable to reach their full potential]. In addition, most of the students in Chongqing Wanzhou Vocational Education Center have poor self-control and lack of motivation to learn. They lack the ability of self-management and self-motivation and lack enthusiasm and initiative for learning. In addition, the interaction between teachers and students is simple and boring, and the traditional classroom can not stimulate their interest in learning. This leads to a lack of enthusiasm for learning and unsatisfactory teaching results. (4) Educational resources are scarce. At the level of human education resources construction, on the one hand, due to the low social status of higher vocational education, it has long been regarded as poor education, unable to attract high-end elite talents to the

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school guidance. Due to the lack of double-qualified teachers with practical experience in the teaching team of Chongqing Wanzhou Vocational Education Center, theory and practice cannot be properly combined in the teaching process. In addition, teachers' informatization operation level and scientific research ability are deficient to varying degrees, and they cannot effectively guide students. On the other hand, under the constraint of our personnel system, excellent technical backbone personnel in enterprises can not freely enter the school guidance, resulting in the disconnection between theory and practice in the teaching process. At the level of material educational resources construction, the primary problem we face is insufficient funds, which leads to numerous obstacles in the construction of information-based educational resources. In addition, unbalanced economic development between regions leads to unbalanced distribution of educational resources. The situation of educational resource construction in economically underdeveloped regions is relatively poor, and institutional cooperation also shows significant regional differences. Therefore, how to balance the balanced distribution of resources and narrow the regional differences in resource allocation is one of the great challenges faced by the construction of modern information technology educational resources. In addition, there is a lack of in-depth exchanges and cooperation between Chongqing Wanzhou Vocational Education Center and enterprises, and between Chongqing Wanzhou Vocational Education Center and other colleges and universities, and even more competition between schools for high-quality educational resources, which not only fails to achieve the purpose of sharing educational resources but also restricts the process of talents training for the integration of industry and education in Chongqing Wanzhou Vocational Education Center. (5) Teaching evaluation is superficial. First, the evaluation method is single. It is not difficult to see from the collected data that teachers in Chongqing Wanzhou Vocational Education Center are still the only subject of student evaluation, while enterprises and students themselves do not participate in the evaluation process. Most vocational colleges still prefer to adopt the way of terminal evaluation, but not enough attention has been paid to diagnostic evaluation and process evaluation. The evaluation criteria only involve the content of the curriculum but do not integrate the content of the comprehensive quality of students. This traditional single and one-sided evaluation method not only fails to make an objective and comprehensive evaluation of the learning effect of students but also runs counter to the concept of promoting the all-round development of people under the background of modern information technology. Second, the means of evaluation are backward. Due to the lack of digital teaching resources, teachers can only rely on their own eyes to observe the performance of students, and it is difficult to take into account every student. This subjective evaluation form makes it difficult to provide targeted guidance strategies for students' subsequent learning, so teaching evaluation has lost its original intention. In the modern information technology era where big data permeates every field of society, only the establishment of an intelligent teaching evaluation system based on digitalization can change the drawbacks of traditional evaluation methods and provide objective, comprehensive, and scientific evaluation feedback information for vocational education personnel training.

Discussion

Under the background of "Internet +", this paper studies how to make full use of modern information technology in vocational education personnel training, and proposes solutions to the problems existing in the current process of talent training integrating production and education. This research is committed to integrating "Internet +" thinking and technology into the whole process of talent training, to improve the quality of vocational education personnel training. The research results are as follows:

1. Obtained the basic situation of talent training for the integration of production and education in vocational education through literature research, including connotation research and theoretical research of the integration of production and education, as well as analysis of typical talent training modes in and outside China. Summarized the current research trends and shortcomings of talent training for the integration of production and education based on the current development and status quo of the research on the integration of production and education. It is concluded that modern information

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technology has a direct impact on the development of higher vocational colleges in China, and scientific use of this technology can effectively promote the development of higher vocational colleges in China and train more professional talents. Zhang Xiujie (2022) pointed out in his research that modern information technology has become an important supporting and promoting factor for teaching in higher vocational colleges, which can improve teaching quality and efficiency and promote the cultivation of students' innovative ability and practical ability, which is consistent with the research results of this paper.

2. A thorough understanding of the key role of modern information technology in personnel training and education management in higher vocational colleges is conducive to cultivating more outstanding professionals, thereby improving the efficiency and quality of education. Wang Meikuan (2021) pointed out in his article that modern information technology provides vocational colleges with more flexible and diversified teaching means and resources, which is conducive to cultivating students' practical abilities and innovative abilities and improving the quality of talent training. The results of this paper are consistent with those of this study.

3. Based on the interview results, the current problems in modern information technology in Chongqing Wanzhou Vocational Education Center are sorted out, including unclear training objectives, backward curriculum system setting, lack of interaction in teaching activities, backward educational resources and infrastructure, and single teaching evaluation, and many other problems are analyzed in depth. Aiming at the existing problems, this paper puts forward the guidelines for the organic integration of modern information technology and vocational education in our country. Using "Internet +", this paper puts forward a new strategy for training talents integrating production and education, which consists of five aspects: compound training objectives, dynamic curriculum system, interactive teaching activities, sharing teaching resources, and comprehensive learning evaluation. Gong Tianmiao (2021) proposed in his study that the organic integration of modern information technology and vocational education could realize the compound of talent training objectives and cultivate compound talents to meet the needs of society, which is consistent with the research results of this paper.

Recommendation

(1) Compound cultivation objectives. First, the government, enterprises, and schools participate in the development of training objectives. At the government level, all functional departments should, based on the characteristics of regional economic development and the direction of industrial structure adjustment, use big data thinking and technology to regularly collect, sort out, and aggregate the demand information of the talent market, issue the demand trend report for talents, and provide reliable data support for the orientation of the training objectives of enterprises and schools. At the enterprise level, while actively responding to the policy call of the government, it will exchange and share information such as its own technological innovation, structural adjustment, production scale, and industry development vision with higher vocational colleges in a two-way way, and actively participate in the formulation and revision of talent training objectives of higher vocational colleges, to achieve the purpose of taking advantage of its resources to undertake part of the school's talent training tasks. At the same time, sharing the scientific research achievements of vocational colleges makes it a guarantee for the long-term development of enterprises and an invincible position in the competition. At the school level, Chongqing Wanzhou Vocational Education Center, by the standards for talent demand in the "Internet +" era, takes the overall goal of vocational education talent at the national level as the guidance and combines the different needs of specific industries and occupational post groups for talents to formulate well-targeted training goals to highlight the professionalism of vocational education. Second, establish a people-oriented training concept and highlight the lifelong nature of vocational education. Chongqing Wanzhou Vocational Education Center should establish a people-oriented training concept when formulating training objectives. While focusing on training students to master specific job skills to meet the needs of all sectors of society for new talents, it should also take into account the development of basic humanistic literacy, vocational general ability, and continuous learning ability. In addition, the cultivation of comprehensive and general qualities that citizens should possess in the 21st century, such as information literacy, communication and cooperation, critical and creative thinking, self-cognition and self-regulation, learning and lifelong learning, civic responsibility, and social

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participation, should balance the needs of external economic development and the demands of students' internal growth, and guide the integration of industry and education to go deeper with scientific goals. In addition, modern information technology promotes the acceleration of the upgrading of knowledge and technology. Only by constantly learning new knowledge and new methods can workers have various abilities for career development. The cultivation of lifelong learning ability is crucial, so the training goal should also highlight the lifelong nature of vocational education.

(2) Dynamic curriculum system. First. Take user thinking as the center, and build a seamless docking demand course system. Chongqing Wanzhou Vocational Education Center should make full use of cloud computing, big data, and other modern information technologies to collect information on the employment needs of enterprises and cutting-edge technical information of industries and trade associations. Through classification and aggregate analysis, it should establish a dynamic perception vocational ability information database based on user needs. At the same time, it should predict and analyze the professional knowledge, professional structure, and ability structure of talent needs. Take the initiative to connect the characteristics of the industry and the needs of enterprises, and form a linkage mechanism between talent demand and industry development, to realize the seamless connection between professional setting and industrial demand, course content and professional standards, and enhance the adaptability and pertinency of talents training in the integration of industry and education in vocational education. Second, build a school-enterprise cooperation platform and establish a dynamic adjustment management mechanism for the curriculum system. Chongqing Wanzhou Vocational Education Center should make use of the "Internet +" platform thinking and the characteristics of cross-border integration to build a school-enterprise cooperation platform, through which participants in the integration of production and education can communicate and interact in real-time, participate in revising and improving the construction of the curriculum system, and form a management mechanism for collaborative participation in the formulation and dynamic adjustment of the curriculum system. To build a dynamic adjustment management mechanism for the course system, big data technology should be fully utilized to collect and integrate various demand information including specific positions, ability structure, industry development, and professional standards of practitioners, regularly forecast the demand for post talents, and revise the professional catalog of the course system. At the same time, strict supervision should be carried out on the professional curriculum Settings, prompting them to flexibly adjust the professional Settings according to the reasonable needs of running schools and establishing a sound access mechanism for new majors and a withdrawal and withdrawal mechanism for outdated majors, so that the adjustment of the curriculum system can keep up with the development direction of industrial transformation and upgrading and the pace of knowledge updating.

(3) Interactive teaching activities. First, change the educational concept and build a student-centered personalized teaching model. In the context of modern information technology, only by reasonably designing teaching activities can teachers find an information-based teaching model that is in line with students' personalized development and actively build a student-centered teaching model. Through a comprehensive collection of students' learning process data, teachers deeply analyze students' knowledge structure, emotional structure, value tendency, and cognitive characteristics, to grasp the overall trend of current student groups' learning status, learning preferences, and learning rules, and use "pain point thinking" to accurately locate the "difficult and complicated diseases" encountered by students to "correct the symptoms". Put forward targeted learning guidance strategies; Through diagnostic analysis, auxiliary information such as comprehensive quality, ability tendency, and career intention is collected, and learning resources are automatically pushed to students through screening and intelligent matching, to truly realize personalized and customized learning. Second, build the "Internet and +" teaching platform to promote the teaching process network and interactivity. Taking advantage of the characteristics of "Internet +" platform thinking and cross-border integration, build a digital teaching platform, establish a teaching resource library based on big data, creatively use M0OC, interactive micro-classes, cloud classes, and other forms to broaden learning channels, and create conditions for teachers' open teaching and students' proactive learning. Given the characteristics of the "Internet +" teaching platform that breaks time and geographical restrictions, the advantages and characteristics of various learning methods represented by customized learning, pharmaceutical learning, and scale learning will be integrated, and the blended learning model that combines theoretical learning with practical learning and online learning with offline learning will be implemented. Promote the sharing of resources between schools and enterprises, and promote the effective docking of the teaching process and production process. Teachers and students can not only interact in the classroom,

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but also use virtual technology to simulate the real scene, exchange information, and interact at any time and place through the teaching platform, to achieve continuous, three-dimensional, efficient, and diversified interaction between teachers and students and students, trigger the all-round interaction between teaching and learning across time and space, and strive to build a new teacher-student relationship.

(4) Sharing of educational resources. In combination with the "Internet Plus" concept of openness and sharing, we will actively promote the construction of education resource libraries. First of all, the government should attach importance to the construction of vocational education resources in concept, take national standards as reference, guide each region according to their own economic development needs, and combine the characteristics of Chongqing Wanzhou Vocational Education Center, to establish a vocational education resource base with regional characteristics and strong pertinency. Secondly, increase the investment in digital education resources and the introduction of professional technology, and establish a distance education teaching service system based on open course resources, shared information interaction platform, and efficient learning support services; Make full use of network cloud computing technology and give play to its advantages of distributed storage, and then form a high-quality resource construction alliance with the cooperation and participation of sharing subjects, and set up a "resource library" model in which multiple subjects jointly build and share high-quality resources. Chongqing Wanzhou Vocational Education Center should firmly grasp the development trend of modern information technology, actively participate in cross-regional cooperation to achieve the purpose of promoting school-enterprise cooperation, and then build and improve the information resource co-construction and sharing mechanism, and build the industry employment standard resource base, practice training resource base and skill competition resource base based on Internet thinking. Excellent teaching case database and other high-quality education resource databases. Secondly, an educational resource evaluation feedback mechanism based on user needs and industry and enterprise standards should be formed to evaluate and update various resources in the educational resource database in real-time in combination with the actual utilization of educational resources. Finally, build an "Internet +" teaching resource platform, make full use of learning resources such as video materials, supporting exercises, learning process reports, etc., promote the communication and interaction of various subjects of talent training, and maximize the integration ability of platform resources and the use value of educational resources.

(4) The integration of teaching evaluation. Construct a diversified evaluation system to ensure the objectivity of teaching evaluation. Education itself has both vocational and educational attributes, and combined with the characteristics of talent training that integrates production and education, teachers are no longer the only evaluators. Learners, enterprises, and social subjects participating in talent training can all be the evaluators and be evaluated. The diversification of evaluation subjects enables subjects participating in evaluation and mutual evaluation to get timely feedback and adjust the direction of improvement. The function of evaluation pays more attention to the diagnostic function, guiding function, management function, and incentive function of evaluation, and weakens the single function based on the evaluation of academic performance: In terms of evaluation forms, external evaluation, and self-evaluation, absolute evaluation and relative evaluation, online evaluation and offline evaluation are organically combined to form a formative teaching evaluation system that combines pre-class diagnostic evaluation, in-class process evaluation and end-of-class evaluation: In terms of evaluation criteria, the traditional single academic evaluation standard should be reformed, and the information literacy index should be used to measure students' ability to collect, process and process information. Self-management, planning, innovation consciousness, and thinking are the innovation indicators that reflect students' innovation ability. Multi-dimensional indicators such as practical training works and practical production results are included in the academic achievement evaluation system.

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