

# Research on computer teaching reform strategy under the background of Internet era

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**Abstract.** Under the profound influence of the Internet era, computer technology has become an important driving force to promote social and economic transformation, industrial upgrading and scientific and technological innovation. Facing the global competition and the demand of digital economy development, computer education in colleges and universities must be reformed constantly in order to cultivate high-quality, compound and innovative talents. This paper first discusses the connotation of the Internet era and its impact on university education, and analyzes the basic content and development direction of the current computer teaching reform, including teacher construction, textbook selection and student demand. However, computer teaching is facing many challenges at present, such as the weak construction of teachers, the lack of subject reform in the curriculum system, and the lack of integration of theory and practice. To solve these problems, this paper puts forward a series of optimization countermeasures, including building professional teachers, promoting the disciplinary development of computer education, and building a teaching model that deeply integrates theory and practice, so as to improve the quality of computer education and the level of talent training. This paper can provide reference and guidance for the reform of computer teaching in colleges and universities, so as to better adapt to the needs of the Internet age and promote the high-quality development of computer education in our country.

**Keywords:** Internet Era; Computer Education; Educational Reform

## 1. Introduction

In the era of accelerating economic globalization and rapid development of Internet technology, international competition is becoming increasingly fierce, industrial structure is constantly optimized and adjusted, and countries have formulated innovation-driven development strategies to seize the commanding heights of future economic growth [1]. As the core support of modern scientific and technological change, computer technology not only promotes the upgrading and transformation of traditional industries, but also profoundly affects the reshaping of business model, production mode and social operation mechanism. Relying on computer technology to drive industrial innovation, it can not only help our country to tap new economic growth points, but also provide solid support for the high-quality development of digital economy [2-5].

Therefore, deepening the reform of computer education and training high-quality compound talents with interdisciplinary ability are not only vital to the transformation and upgrading of China's economy, but also play a key role in the process of social intelligence. However, in the process of promoting the reform of computer teaching, we need to deeply study the characteristics of the Internet era and its impact on higher education, systematically sort out the main challenges faced by computer teaching at present, so as to build a more scientific, efficient and meet the needs of The Times talent training system [6-10].

## 2. Connotation of Internet age and university education

The Internet is a global information interaction system built by remote communication and computer technology. It is not only a technical concept, but also a broad social phenomenon covering many fields such as culture, economy and education. Through the integration of communication technology and computer technology, the Internet has provided a powerful information infrastructure for the development of modern society, and formed a new set of value

systems, institutional structures and technical systems, which have profoundly influenced and reshaped human values and lifestyles.

Under the background of the new era, computer network is not only a tool for people to obtain information, but also plays an important role in social and economic development and higher education reform. The popularization of the Internet has blurred the regional characteristics of university education, and gradually realized the interconnection of educational resources, which has promoted the liberalization, individuation, diversification and ubiquity of learning methods. According to the website of China Internet Network Information Center, as of June 2024, the number of Internet users in China has reached 1.09967 million [12], and the Internet penetration rate is as high as 78%, as shown in Fig. 1. At the same time, many colleges and universities have basically realized the full coverage of campus network, and the information technology is widely used in teaching practice. Although the Internet has greatly promoted the modernization of education, university education still faces many practical challenges.

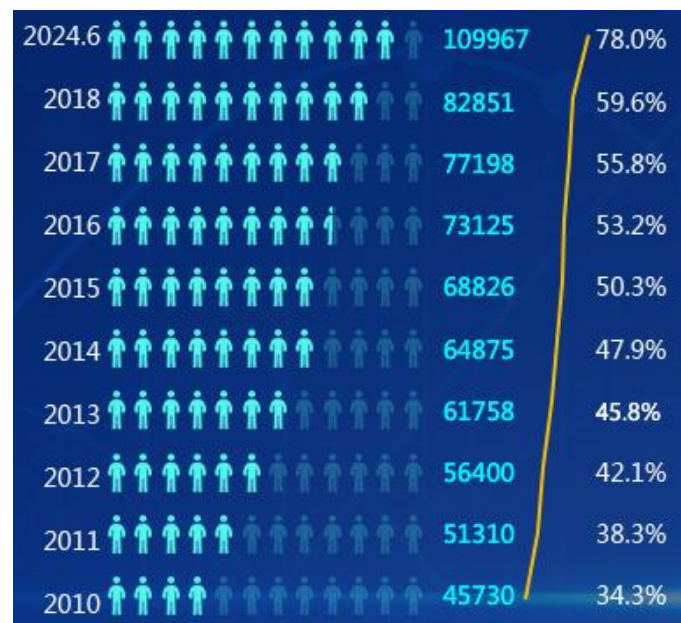


Figure 1. The scale of Internet users and the trend of Internet penetration

First, the role of the teacher is undergoing profound change. In the network era, education has broken through the physical boundary of traditional classroom, and the concept of "network is teacher" and "network is school" has gradually formed, which makes university education show stronger socialization characteristics. Students can not only acquire knowledge through classroom learning, but also use the Internet to study independently and explore deeply. Teachers have gradually changed from traditional "knowledge indoctrinators" to "learning guides" and "knowledge service providers", and the teaching mode has gradually changed from teacher-centered "spoon-feeding" to student-centered "inquiry" learning. This change requires college teachers to improve information literacy and adjust teaching strategies to better adapt to the digital learning environment.

Secondly, the way students learn is also evolving. The deep integration of the Internet and education has made learning methods more flexible and diversified, breaking the restrictions of time and space, and students can study independently anytime and anywhere. At the same time, the popularization of the Internet also provides more abundant teaching resources for college teachers, making the teaching content more diversified and interactive, and alleviating the problem of uneven distribution of educational resources to a certain extent. However, the change of learning methods and media also puts forward higher requirements for the teaching environment and teacher construction in colleges and universities. Modern colleges and universities need to speed up the construction of high-level information-based teaching teams, and improve the hardware and software facilities to adapt to the profound change of education mode in the Internet era.

The rapid development of the Internet is reshaping the form of university education, providing new opportunities for the reform of computer teaching, but also bringing many challenges. How to integrate the network resources effectively, optimize the teaching mode, and improve the information literacy of teachers and students will become the key direction of the future college education reform.

### 3. The basic content and direction of computer teaching reform

With the rapid development of information technology and the increasing demand for high-quality computer professionals, the reform of computer teaching has become an important issue in current higher education. In order to meet the challenges and requirements of the new era, computer education must keep up with the pace of The Times, improve the teaching quality in an all-round way, and cultivate compound talents who meet the needs of society. This chapter will discuss the basic content and direction of computer teaching reform, starting from teacher construction, textbook selection and student needs, as shown in Fig. 2. Comprehensively analyze how to promote the in-depth implementation of teaching reform to ensure that the improvement of education quality and the cultivation of students' ability can develop simultaneously.

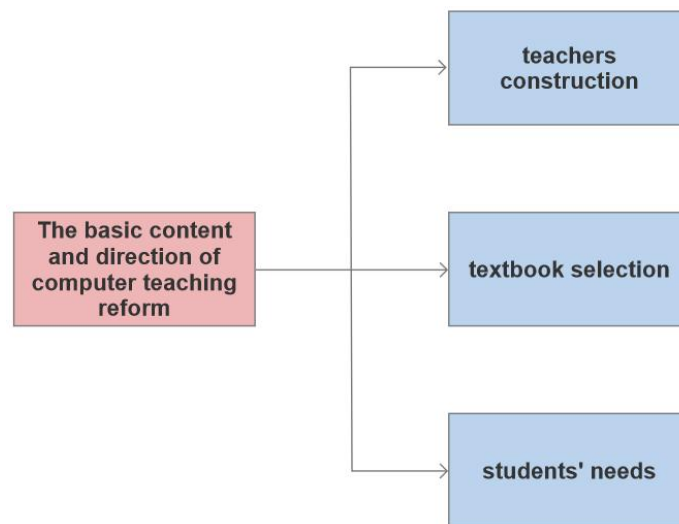


Figure 2. The basic content and direction diagram of computer teaching reform

**3.1 Teacher construction.** Computer courses are usually offered as elective courses in colleges and universities. However, with the ever-changing educational needs, how to ensure that teachers with rich practical experience can effectively lead the teaching reform has become a key issue that colleges and universities need to solve urgently. Teachers are the core force of teaching reform, therefore, teachers' professional ability and reform consciousness directly affect the improvement of teaching effect and the realization of reform objectives. Before carrying out the teaching reform, schools should make full preparations and supporting measures to ensure that the reform can be smoothly promoted and achieve the expected results.

First of all, schools need to provide systematic "skill training" and "theoretical training" for computer teachers to help teachers master the latest teaching concepts, technical tools and industry development trends. This can not only enhance the professional quality of teachers, but also improve their ability to cope with various challenges in the teaching reform, and ensure that teachers can cope with changes and challenges in the reform process, so as to improve the quality and effectiveness of teaching. At the same time, through training, teachers can timely understand the application of emerging technologies and teaching methods, and avoid teaching content lagging behind the development of The Times.

However, many computer professional teachers have accumulated rich practical experience in the teaching process for many years, and gradually formed their own unique teaching methods. Although these experiences provide valuable resources for teachers in daily teaching, with the

continuous advancement of teaching reform, teachers' traditional teaching methods and teaching habits may be impacted, especially with the introduction of new technological tools and teaching concepts. How to balance traditional teaching methods and reform requirements, help teachers to make a smooth transition, and avoid resistance and adaptation difficulties in the process of reform, is an issue that universities need to focus on when promoting teaching reform.

Therefore, schools should promote teachers' understanding and acceptance of the reform through various ways, and provide more flexible and diversified support measures. For example, we organize teachers to participate in teaching seminars and sharing meetings, invite industry experts to give lectures and guidance, and encourage the exchange of experience and teaching innovation among teachers. These measures can not only enhance teachers' sense of identity for the reform, but also stimulate their enthusiasm to actively participate in reform and innovative teaching, so as to ensure that teaching reform can be smoothly promoted among teachers.

Teachers are the leading force of computer teaching reform. How to improve their professional level, help them adapt to the reform and promote their active participation is the key to ensure the smooth implementation of the reform.

**3.2 Selection of teaching materials.** An intelligent and deeply thinking individual's actions and decisions are often guided by internal values and systems of thought. Although these thoughts are latent and intangible, they have a profound impact on individual behavior and life choices. The situation is similar in the process of teaching reform. When the reform enters the implementation stage, it is difficult to ensure that every computer professional teacher can fully understand the deep connotation of the teaching reform, especially in the Internet era, the new educational needs and teaching methods are constantly changing, and teachers are often difficult to clarify the specific requirements of these changes. Teaching reform is not only a change of knowledge, but also a change of thought, which requires teachers to adapt flexibly in the ever-changing environment.

In order to solve this problem, it is particularly important to convey the ideas and thoughts of teaching reform through effective media. In the process of teaching reform, teaching materials, as the carrier of ideas and concepts, have played a vital role. Teaching materials are not only a tool for knowledge transmission, but also an important way for teachers to understand and implement reform ideas. Through carefully written and designed textbooks, teachers can have a deeper understanding of the connotation of teaching reform, and guide and adjust teaching practice through the educational ideas conveyed by the textbooks.

Since higher education is directly related to the future development of the country and the revitalization of the nation, and affects the construction of the social market economy and technological innovation, the compilation of teaching materials should be closely combined with the development of The Times and the change of students' needs. It should not only reflect the latest academic development results, but also pay attention to students' learning interests and needs, so as to enhance the sense of The Times and practicability of the textbooks. Through the content of the textbook that is in line with the development of The Times, it can effectively reduce the confusion and difficulty of teachers in the teaching process, and help them better adapt to the pace of reform.

At the same time, the updating and innovation of teaching materials can make the teaching reform more deeply integrated into the training process of computer interdisciplinary talents. Teaching materials not only impart knowledge, but also promote the in-depth development of teaching reform. Through forward-looking and systematic textbook content, teachers can implement reforms more smoothly in the process of teaching and educating people, ensuring that students can obtain practical and cutting-edge knowledge in a challenging and changing technological environment, so as to cultivate more composite talents for social development and technological progress in line with the needs of the new era.

**3.3 Student demand.** Change often results from the failure of existing systems to meet the changing needs of society. Every change is accompanied by a challenge to the status quo, and it is this challenge that drives people to seek new paths of development. However, if the reform is too advanced, ignoring the basis of reality and the limitations of existing resources, it may lead to people's ability and adaptability not keeping up, thus making it difficult for the reform to take root.

On the contrary, if the reform is delayed and the old model is copied, it will not be able to effectively respond to the needs of the new situation, and ultimately hinder the advancement of change. Therefore, adapting to the development of The Times and ensuring that the reform can effectively meet the actual needs are the basic prerequisites for the success of the change.

In the course of computer teaching reform, students are the core object of reform. The ultimate goal of the reform is to improve students' knowledge level, innovation ability and practical operation ability. Therefore, teaching reform should not exceed students' existing capacity to accept knowledge, otherwise it may cause students to have self-doubt and think that they can not keep up with the teaching progress, thus affecting their learning motivation and confidence. However, if the reform is too late and fails to meet the latest requirements of society and the industry for talents, students may have resistance to the existing teaching model, and then it is difficult to actively support the reform, and even form a distance from the teaching content and methods. Therefore, before carrying out the teaching reform, it is necessary to fully understand the students' knowledge base and acceptance ability to ensure that the reform measures meet the actual needs of students.

Only when the teaching reform is closely combined with the needs of students and the development of The Times can the teaching quality and efficiency be effectively improved. The reform should aim to provide students with educational content that is more in line with their actual needs and help them improve their ability to adapt to future social development. Through reform, the process of curriculum teaching and personnel training can truly become the key force to promote national technological progress and social construction. Education reform is not only the transfer of knowledge, but also the training of high-quality talents with innovative ability and practical ability, so as to inject a steady stream of power for social and economic development and technological innovation.

#### **4. Problems existing in computer teaching in the Internet era**

With the rapid development of information technology, especially the coming of the Internet era, computer teaching is facing unprecedented opportunities and challenges. In this context, computer education not only needs to update the teaching idea and method, but also needs to adjust the curriculum and teaching content to adapt to the rapid changes of society and industry. At present, there are still some problems in computer teaching in China in many aspects, including the weak construction of teachers, the lack of discipline in the curriculum system, and the disconnection between theory and practice [13].

**4.1 The construction of computer professional teachers is weak.** The core of computer teaching reform lies in the construction of teaching staff. With the advent of the Internet era, professional teachers are required not only to update the traditional teaching concepts, but also to continuously improve their information literacy, master and flexibly apply information technology, so as to promote the deep-level reform of teaching content, methods, models and systems. If the construction of teachers is not perfect enough, it will inevitably make the reform of computer teaching difficult to adapt to the rapid development of The Times, and may even fall behind. Therefore, strengthening the construction of teachers is the key to promote the reform of computer teaching.

According to the relevant survey results, there are several problems in the construction of teaching staff in modern colleges and universities in China:

First of all, there are some problems in the teacher appointment mechanism. Many colleges and universities pay too much attention to the evaluation of academic background and experience when recruiting teachers, and neglect the evaluation of information literacy and information technology application ability of computer teachers. Such recruitment standards have led to the difficulty for teachers to keep up with the pace of educational reform and achieve the expected teaching effect in the face of the rapid development of modern information technology.

Secondly, the lack of high-level and professional academic teams leads to the teaching reform of computer majors often out of touch with the needs of social development. This disconnection not only limits the frontier development of the discipline, but also affects the training of complex and

innovative computer talents, which is difficult to meet the social demand for high-quality technical talents.

Finally, there are obvious shortcomings in teacher training. The current teacher training focuses more on improving the basic teaching skills of teachers, but the guidance of teaching concepts and teaching methods is relatively lacking. This makes the reform of computer teaching still stay in the level of traditional theory indoctrination and knowledge cramming teaching, which is difficult to stimulate students' innovative thinking and practical ability, and is not conducive to the cultivation of students' comprehensive quality.

Therefore, strengthening the construction of teachers, improving teachers' information literacy and teaching ability, and promoting the updating of teaching concepts and methods are the keys to accelerate the reform of computer teaching and improve the quality of education.

**4.2 Lack of subject-based curriculum reform.** Whether a discipline can be called "discipline" depends not only on the construction of its discipline establishment and discipline system. The discipline establishment usually includes funding, administrative establishment, organizational structure, etc., aiming at enhancing the administrative legitimacy and academic organization of the discipline and ensuring the independence and effective operation of the discipline in the education system. The discipline system lays more emphasis on the internal norms and institutionalization of the discipline, covering the research paradigm, theoretical system, ideological tradition and other aspects, emphasizing the academic foundation and long-term development path of the discipline. Only under the joint action of the two, the discipline can obtain perfect system guarantee and practical support.

For the modernization of computer curriculum, the subject construction is of vital significance. Subjectification can not only provide a structured and systematic framework for computer education, but also promote the innovative development of the subject and ensure that the course content keeps pace with the development of The Times. Without subject construction, schools will face severe challenges in the construction of subject system, selection of teaching materials, curriculum design, teacher training and other aspects, which will affect the quality and effectiveness of computer teaching, especially in adapting to the teaching needs of the Internet era, and may not be able to meet the rapid changes of society and industry.

At present, some colleges and universities have not fully realized the importance of subject construction, resulting in the computer course system is difficult to closely connect with the "social reality", unable to introduce advanced computer technology and ideas in time. This not only makes the course content out of line with the advanced information technology, but also makes the training effect of computer professionals greatly reduced. In addition, due to the lack of high-level academic journals and professional academic institutions, many advanced computer technology in society is difficult to transform into teaching resources, which further restricts the updating of teaching content and the improvement of teaching quality.

Therefore, promoting the construction of computer science is the key to solve the above problems. By strengthening the discipline construction, it can promote the updating and optimization of the curriculum content, make it match the social demand and scientific and technological development, improve the quality of education, and lay a solid foundation for cultivating innovative computer talents.

**4.3 It is difficult to integrate theory with practice.** At present, the computer teaching in some colleges and universities in China is still mainly based on theory, but with the change of social needs, the practical problems that students face after entering the workplace are often more complex and diverse than what they learn in the classroom. Therefore, the reform of computer teaching urgently needs to fully consider the needs and perspectives of students in the course structure, and strive to set up more courses that fit with students' life, growth and future career development, organically combine practice and theory, and cultivate students' comprehensive quality and practical application ability.

Although some colleges and universities have put forward the suggestion of integrating theory teaching with practice teaching, but in the current network era, how to effectively achieve this goal,

especially for computer teachers, is still an important problem to be solved. First of all, the class schedule of practical courses is usually limited, and it is difficult for students to consolidate and deepen the theoretical knowledge they have learned in limited practical time, which has formed an obvious restriction on the professional development of students. However, if the proportion of practical courses is further increased, it will lead to the compression of theoretical courses, which may lead to the weakness of students' theoretical foundation, which will undoubtedly affect their subsequent academic research and work practice ability.

Secondly, students often do not pay enough attention to practical courses and lack initiative and autonomy. Even if teachers provide sufficient and high-quality practice opportunities, students may not be able to devote themselves to them and lack sufficient sense of participation and practical awareness. This makes the integration of theoretical knowledge and practical ability particularly difficult, students can not really apply what they learn in class to practical problems, and it is difficult to reverse feedback problems encountered in practice to theoretical learning, thus forming a virtuous circle.

In order to overcome these problems, the reform of computer teaching should be systematically improved from the aspects of curriculum design, teaching mode and teacher-student interaction. Teachers should pay attention to the innovation and diversification of practical courses, design projects and tasks in line with students' interests and actual needs, and stimulate students' enthusiasm for practice; At the same time, it is necessary to strengthen the cultivation of students' practical consciousness, encourage students to take the initiative to participate, and optimize the practice teaching process through the evaluation mechanism and feedback mechanism. Only the real integration of theory and practice can cultivate computer professionals with solid foundation, good practice ability and innovative thinking.

## 5. The main countermeasures of computer teaching in the Internet age

**5.1 Build a professional team of teachers.** Teacher construction is the core of computer teaching reform, especially in the Internet era, the quality of teachers directly determines the level of teaching quality. Only excellent teachers with high information literacy and solid technical ability can effectively promote the deep integration of modern information technology, network technology and communication technology with computer courses, and provide students with a rich and diversified learning platform. Therefore, in view of the problems existing in the construction of computer teachers, we need to improve and enhance from the following aspects, as shown in Fig. 3.

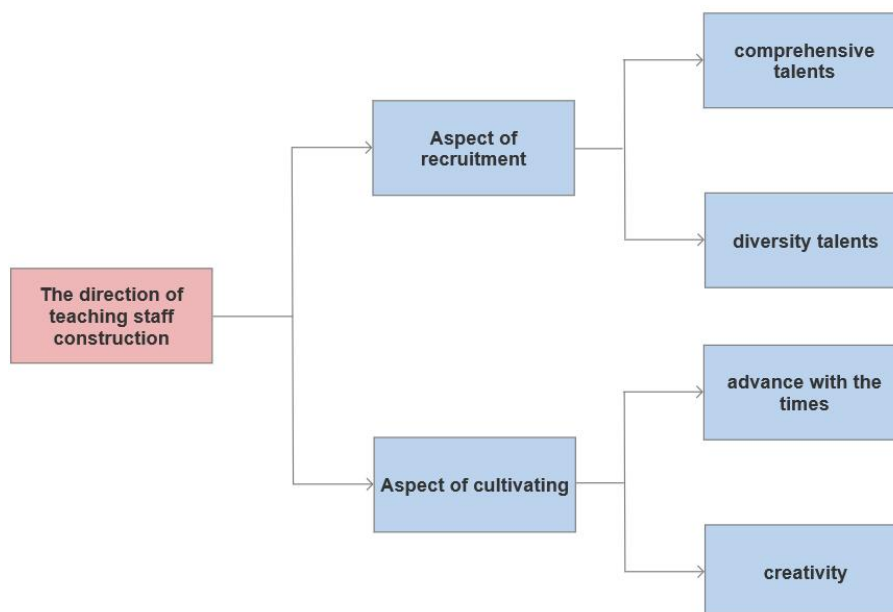


Figure 3. Teaching staff building direction diagram

First of all, when recruiting teachers, universities should give priority to teachers' information literacy, computer network application ability and innovation ability. Recruitment criteria should pay more attention to teachers' practical abilities rather than just academic qualifications and experience, ensuring that teachers have a strong professional background in the field of information technology. At the same time, it should be clear that the research direction of teachers is computer science, so as to ensure that the reform of computer teaching and curriculum construction can maintain a high degree of professionalism and cutting-edge.

Secondly, in the process of the construction of the faculty team, college leaders should focus on the recruitment of computer academic backbone and discipline leaders, and actively build a reasonable structure of the team. This team should not only have the professional ability of "fine", "sharp" and "specialized", but also realize the age structure of "young", "middle" and "old", so as to ensure that teachers of different levels and different experience backgrounds can complement each other and grow together. Through such team building, it can provide a solid teacher guarantee for the reform of computer teaching and promote the continuous innovation of disciplines and teaching.

Finally, regular teacher training activities are essential. In the process of training, schools should help teachers change the inherent teaching concept, deepen the role transformation of teachers, make them pay more attention to the main body status of students, pay attention to the growth and development of students, and guide students to actively participate in learning. At the same time, schools should encourage teachers to adopt guided and heuristic teaching methods, avoid traditional knowledge infusion methods, and stimulate students' thinking and innovation. In this way, teachers can not only adapt to the requirements of the development of The Times, but also effectively improve the comprehensive quality and practical ability of students, ensure that computer education can keep pace with The Times, and cultivate innovative technical talents that meet the needs of society.

Through these measures, schools will be able to build a team of high-quality computer teachers, promote the in-depth implementation of computer teaching reform, and provide students with better education services.

**5.2 Realize the development of computer science.** According to the research results of curriculum preparation theory and implementation orientation, teaching reform, as an important starting point of curriculum construction, must have a clear goal orientation and realize the sustainable development of disciplines. Only under the framework of discipline construction, the excellent and cutting-edge computer information technology resources in society can be effectively transformed into teaching content, so as to improve the teaching quality, enrich the knowledge structure of students, and cultivate high-quality talents with innovative spirit and practical ability. This paper puts forward two directions as shown in Fig. 4 to strengthen the construction of computer science.

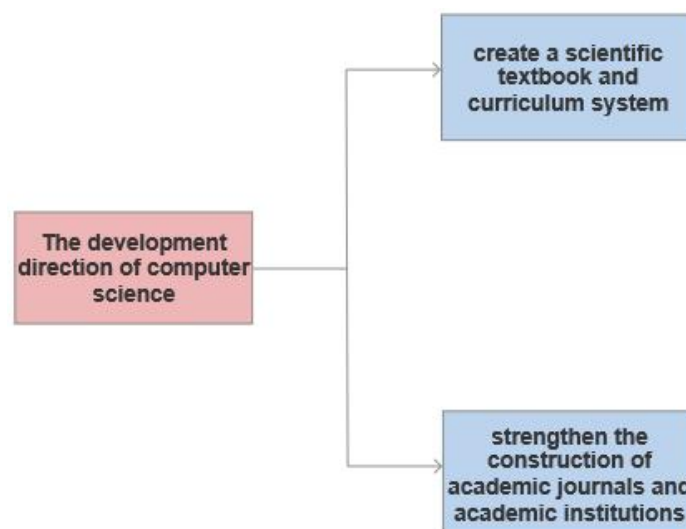


Figure 4. Computer science development direction diagram

First, build scientific teaching materials and curriculum system. Curriculum design is closely related to the development of computer science. We should build a complete and flexible curriculum system by drawing lessons from the successful experience of well-known universities at home and abroad, including professional courses, elective courses and compulsory courses. Such a curriculum system can not only explore the potential of computer science, but also help students learn deeply at different levels, broaden their horizons and improve their comprehensive quality. In the construction of teaching material system, the school should develop a dynamic teaching material system to adapt to the rapid development of information technology, and establish a linkage mechanism to integrate the resources of various departments, enterprises and institutions. Through Internet technology, schools can realize resource sharing and present it to students in the form of electronic textbooks, so that students' computer knowledge is always updated, and the content is more rich and cutting-edge.

Secondly, schools should strengthen the construction of academic journals and academic institutions, deepen the connection with the social field, and introduce the most advanced computer technology into the teaching field. Although academic research results may be difficult to directly apply to classroom teaching in the short term, through the establishment of academic journals and professional academic institutions, students can continue to broaden their horizons and enable them to understand the actual needs of society and industry for computer technology in the process of learning computer courses. For example, schools can invite industry experts and scholars to share technology through collaborative research, academic lectures and other forms to help students understand the current technology trends and developments, and further enhance students' technology application ability and innovative thinking.

The construction of computer subject is the key to realize teaching reform and improve the quality of education. By optimizing the curriculum system, building dynamic teaching materials, and strengthening the integration and exchange of academic resources, schools can better connect with social needs and cultivate innovative computer talents who meet the requirements of modern technology development.

**5.3 Promote the integration of practice and theory.** The integration of practice and theory is the core requirement of computer teaching reform, the premise of meeting students' development needs, and the key to improving the quality of computer teaching. Especially in the Internet era, professional teachers need to explore and practice from many aspects to achieve this integration, in order to better train computer professionals with comprehensive abilities. Specifically, teachers should start from the following three aspects:

At the theoretical level, teachers should fully consider students' educational needs, career development and employment trend, carefully select theoretical knowledge closely related to practical work, and ensure the practicability and pertinency of theoretical teaching content. From the perspective of students, teachers should combine the theoretical knowledge learned in class with the application scenarios in practical work, so that students can understand the theory and realize its importance and role in practical work. In addition, theoretical teaching should focus on cultivating students' critical thinking and innovative ability to help students better adapt to the rapidly developing information technology industry [14-16].

At the practical level, teachers should actively adopt modern teaching methods such as network teaching and network practice to provide students with diversified practical learning scenarios. Through the online practice platform, students can not only get rich practice opportunities, but also choose related projects for in-depth study according to their own interests and development direction [17]. Teachers should encourage students to combine the theoretical knowledge they have learned in practice to explore innovative solutions, so as to have a deeper understanding of knowledge and comprehensively improve the ability to apply computer technology and master professional skills. In addition, network practice can enable students to conduct experiments and simulation operations in a virtual environment, increase students' practical experience and improve their ability to solve practical problems.

In terms of assessment methods, teachers should change the traditional assessment mode,

incorporate practical teaching into the core content of students' evaluation, and strengthen students' attention to practical courses. In this process, teachers can evaluate whether students can apply computer knowledge to solve practical problems, whether they have the consciousness and ability of independent learning and cooperative learning through practical assessment. For example, it is possible to design project-driven tasks that allow students to solve practical problems in teamwork, and to comprehensively assess students' overall abilities through an assessment process. In this way, it can not only stimulate the enthusiasm of students to participate in computer learning, but also help students improve their problem-solving ability and innovative thinking in practical operation.

In short, in the deep integration of practice and theory, teachers should always adhere to student-centered teaching strategies and methods according to students' development needs and career planning. Through reasonable curriculum design, innovative teaching methods, and optimization of assessment mechanism, teachers can provide students with a richer and more comprehensive learning experience, ensure that students can improve their practical application ability on the basis of mastering theoretical knowledge, and comprehensively train high-quality computer talents who meet the needs of society and industry.

## 6. Summary

The reform of computer teaching should closely focus on the social development trend, the popularity of the network and the latest trend of computer application, and actively promote the deep integration of classroom teaching and social actual needs. With the continuous development of Internet technology and information society, computer professional education not only needs to impart a solid theoretical foundation, but also should pay attention to training students' practical operation ability and innovative thinking, so that the teaching content and the development of the industry synchronization, to ensure that students can master cutting-edge technology, adapt to the rapidly changing social environment.

The key of the reform is to closely combine the actual needs of students with the teaching content, and help students master the professional knowledge and skills of computer more effectively by updating the course system, innovating the teaching mode and optimizing the teaching method. Teaching reform should not only focus on the transfer of theoretical knowledge, but also pay attention to the cultivation of practical ability, especially in the current highly informationized background, students need to improve their ability to solve practical problems through a lot of practical learning and project experience. In this way, students can not only gain a profound knowledge reserve in the academic field, but also accumulate experience in practice, and cultivate innovative talents with comprehensive qualities.

The teaching reform should pay attention to the cultivation of students' independent learning and teamwork ability. Through the simulation of the enterprise environment and the introduction of actual project cases, students' learning interest and practical enthusiasm are stimulated, so as to enhance students' career competitiveness and social adaptability. In this process, teachers need to discuss with students the application of computer technology in various sectors of society, help students understand how technology can serve social development, promote economic prosperity and social construction, and further enhance students' sense of social responsibility and innovation.

Overall, the goal of computer teaching reform should be to cultivate compound talents with practical ability, innovative spirit, interdisciplinary knowledge and global vision. These talents will not only promote the development of China's information technology industry, but also provide strong talent support and technical guarantee for the intelligent transformation of society and the optimization and upgrading of economic structure. Through the continuous optimization and reform and innovation of the education system, students will consciously become an important force conducive to the country's economic development and social construction.

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