

Research on the Application of Micro-video Resources in Project Teaching

Wei Gao^{1, a}

¹Taishan University, Shandong, China

^a417870891@qq.com

Abstract

The development of the era of big data has influenced people's life imperceptibly. There have been corresponding changes in work, entertainment, learning and other aspects. The accumulation of knowledge and the improvement of personal quality have gradually become the goal that more and more people pursue. Many colleges and universities have gradually realized the importance of information technology in the process of teaching, and both theoretical knowledge and practice are indispensable. Practice has proved that in the implementation of most project teaching modes, the teaching results of technical courses can indeed be improved, and micro-video resources are gradually introduced into the classroom and integrated into the teaching to create a more comfortable learning environment for students. This paper starts with the use of micro-video resources, and then expounds the specific application of micro-video resources in project teaching, hoping to give readers a certain reference.

Keywords

Micro-video resources; Project teaching; Applied research.

1. The Concept of Micro-video

Micro video simply turn in the form of short pieces, according to the purpose can be divided into the entertainment, knowledge, and creative class, the micro video in a short time, encourage everyone to rationalize management for efficient use of fragmented time, in recent years, micro video resources have been gradually along with the development of The Times, gradually adding to the classroom, Many students have positive and objective emotions, and the teaching quality will naturally be improved accordingly. [1] The teaching work of the project has been carried out smoothly, so the diversity of micro-video has been gradually shown, and its application scope has been gradually expanded. [2]

2. The Concept of Project Teaching

Project teaching is a process of teaching carried out by project as a unit, with strong purpose and functionality. [3] At the same time, there are also corresponding shortcomings in the process of teaching. Project in the process of teaching, need a series of links make fluent, vivid, in setting the scenario teaching form, the teacher's main role is to lead, formulate conforms to the teaching concept of micro video, planned to carry out each step of project teaching, give full play to the efficiency of the micro video resources as much as possible and interest, arouse the enthusiasm of the students to learn, To improve students' learning enthusiasm, in order to achieve the purpose of improving the quality of teaching. [4]

3. The Necessity of Implementing Project Teaching in Information Technology Courses

With the advent of the era of big data, the development of network and information technology has been quietly put on the agenda. Each grade teacher also gradually interpretation courses related to information technology as a key content, while in the process of teaching, information technology and other subjects, the combination of step by step in the process of new knowledge into the classroom, it is difficult to avoid the corresponding problems: (1) the knowledge of information technology and other subject knowledge to inappropriately. [5] Any subject can be "digest", in the process of learning, not only to study the information technology as the goal, and to strengthen the information technology related knowledge and the combination of other subjects, if improper cohesion, not only the knowledge learn bad before, and the information technology knowledge of studies also is unable to achieve more rapid progress, in the process of learning, We should take all-round development as the basic goal, and gradually integrate the knowledge of each subject scientifically, so as to improve the comprehensive quality of students.. [6] (2) Single teaching form. Traditional teaching methods focus on teachers as the main body, students need to follow the teacher's guidance, with the inherent thinking to think about problem, apparently does not apply to the development of The Times, with the passage of time, people's thought should be more mature, students are masters in the process of teaching, teachers should study appropriateness to give students "free" accordingly, Instead of taking a single form of teaching has been to attack the enthusiasm of students learning; (3) Teaching objectives lack of high-quality assessment, lack of comprehensive consideration of students' learning progress standards. Some students have a strong passion for learning information and technology and are very successful in the performance process; Inevitably, some students lack strong subjective initiative in their study. The after-class assessment is not only a form, but a method to help students understand and consolidate knowledge, and maintain the order and results of learning. [7]

4. Necessity of Application of Micro-video Resources in Project Teaching

Micro-video resources are a relatively fast medium to spread information. In the process of actual information technology course explanation, they have successfully attracted students' attention and improved the teaching quality. Research shows that in the process of application of micro-video resources, it can indeed enrich the form and content of project teaching, enhance students' enthusiasm for learning information technology and enhance their comprehensive strength. In the case of sufficient theoretical conditions, we still need to pay more attention to practice, to solve the problems in the process of information technology teaching. [8]

4.1. Teach Students According to Their Aptitude

In the same class, children from different environments develop different personalities and learning abilities. In terms of the nature of project teaching, project teaching needs to have a clear goal, which needs to be implemented step by step according to the plan and gradually achieve the goal. In the process of project teaching, student's understanding ability and practice ability are different, this time to add detail to the project teaching video resources factor, not only to a rigid concepts into the new elements, and create a more comfortable and relaxed learning environment, the micro video's put into use can attract more students to think actively, To improve students' thinking ability and personal ability.

4.2. Micro Video Resources Are the Supporting Point in the Whole Teaching Process of the Project

When micro-video resources enter the classroom, students not only need to systematically learn information technology-related knowledge, but also need to actively think and devote themselves to the learning of the whole project. The enhancement of students' comprehensive strength, on the one hand, is reflected in the amount of theoretical knowledge, on the other hand, is reflected in the creativity of students. Micro video resources of the whole project in the process of teaching, so to speak, to support student learning beliefs, and develop their own small target, in the process of micro video resources use, make video, experience who video, in the process of production, the interactions between the students, solve problems, to develop independent thinking and calm attitude, Improve your personal abilities. [9]

5. Conclusion

In the course of information technology-related courses, students should not only learn theoretical knowledge, but also pay attention to strengthening their personal practical ability. A large number of experiments have shown that the integration of micro-video resources into the teaching of information technology-related courses can indeed improve the learning quality. It is hoped that with the passage of time, China's information technology teaching can make new progress, and a breakthrough, the future can be expected.

References

- [1] Musa A, Hashim M N, Abdullah N A C, et al. Use of Computer Technology in the Internet Using the Youtube in Teaching and Learning Student Basic Technique Dances Contemporary University of Malaysia Terengganu[J]. Journal of Physics: Conference Series, 2021, 1793(1):012032 (8pp).
- [2] Cao J, Dai S, Na L, et al. Research on Development-oriented IEEE MicroMouse Simulation System[J]. Journal of Physics: Conference Series, 2021, 1802(4):042009 (10pp).
- [3] Shi H, Xie Y, Xu J, et al. Research on the application of 7-chloro-quinaldine adducts in 7-chloro-quinaldine separation process[J]. The Journal of Chemical Thermodynamics, 2019, 134:31-40.
- [4] Yang S, Huang X. Research on the Application of Models Based on Mathematical Theory in the Analysis of Building Structures[J]. Journal of Physics: Conference Series, 2021, 1802(4):042057 (4pp).
- [5] Pavlenko M, Pavlenko L. Formation of communication and teamwork skills of future IT-specialists using project technology[J]. Journal of Physics: Conference Series, 2021, 1840(1):012031 (9pp).
- [6] Zhang L, Yu W, Ren F, et al. Research on the design of multi-source heterogeneous data application framework for deep sea based on XML[J]. Journal of Physics: Conference Series, 2021, 1802(3):032028 (4pp).
- [7] Irmawan S, Suharno, Saputro H. Development of instructional materials based on mobile learning media (MLM) and its benefits[J]. Journal of Physics: Conference Series, 2021, 1842(1):012023 (12pp).
- [8] Joshua, Premo, Andy, et al. Categories in conflict: Combating the application of an intuitive conception of inheritance with category construction[J]. Journal of Research in Science Teaching, 2019.
- [9] Rahmawati E, Jamalludin, Sholihah L, et al. Analysis of physics concept of newton's laws on the dadhak merak dance in the reogponorogo cultural arts[J]. Journal of Physics: Conference Series, 2021, 1832(1):012038 (8pp).