

Applied Research of Micro-course in Vocational Undergraduate Teaching

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ABSTRACT

This paper discusses the application research of micro-course in vocational undergraduate teaching, aiming to analyze the influence and function of micro-course on vocational undergraduate teaching, and explore its practical effect and development trend in improving the teaching effect, promoting students' learning interest and ability cultivation.

KEYWORDS

Micro-course; Vocational undergraduate teaching; Applied research; Teaching effect; Learning interest; Ability training

1 Introduction

With the continuous development of information technology, micro-course has been widely used in the field of education as a new teaching mode. This paper will discuss the application research of micro-course in vocational undergraduate teaching, and analyze the role of micro-course in improving the teaching effect, promoting students' learning interest and ability cultivation, aiming to provide new ideas and methods for vocational undergraduate teaching^[1].

2 Overview of Micro-course in Vocational Undergraduate Teaching

2.1 Concept and Characteristics of Micro-course

2.1.1 Definition and Basic Characteristics of Micro-course

Micro-course refers to the streamlining and modularization of the teaching content, and the use of multimedia technology to record and produce, to form a short and concise teaching video, so that students can learn anytime and anywhere. The basic characteristics of micro-class include concise and clear content, diverse and flexible forms, small length and easy to digest. Through micro-courses, students can have access to the teaching content at any time outside the classroom to improve the convenience and efficiency of learning.

2.1.2 Comparative Analysis of Micro-course and Traditional Teaching

The comparative analysis of micro-course and traditional teaching helps us to better understand the role of micro-course in vocational undergraduate teaching. Compared with traditional teaching, micro-course has the following significant advantages: First, the content of micro-course is simplified, which can effectively comb and summarize knowledge points, and help students quickly master key knowledge^[2]. Secondly, micro-courses have various forms, which can combine

animation, examples, cases and other elements to increase students' interest and participation in learning. Moreover, the length of micro class is short, which is in line with the characteristics of students' short-term attention and helps to improve learning efficiency. In addition, micro-courses are highly interactive, which can promote the communication and interaction between students through online discussion, answer questions and other ways, and further deepen the learning effect.

However, there are some challenges and limitations in micro-classes. Firstly, micro-class production requires a lot of time and energy, which requires teachers to have certain multimedia technology and teaching design ability; secondly, students may lack face-to-face communication and interaction, which need to be compensated by other means; besides, some complex concepts and skills may not be fully covered by micro-class alone, combining other teaching methods.

2.2 Application Status of Micro-course in Vocational Undergraduate Teaching

2.2.1 Application Scope

In the field of vocational undergraduate teaching, micro-courses have been widely used, providing students with convenient and efficient learning methods, but also providing teachers with more teaching resources and methods for teachers. Micro-courses are widely used in vocational undergraduate teaching, covering many disciplines and fields. First of all, in technology majors, micro-courses can be used to show practical operation skills, demonstrate engineering cases, etc., to help students master professional knowledge and skills. Secondly, in management majors, micro-courses can be used to teach management theory, case analysis and other contents, so as to improve students' management literacy and decision-making ability. In addition, micro-courses can also be applied to medicine, art, language and other fields, to provide diversified learning resources and support for professional undergraduate students^[3].

2.2.2 Problems and Challenges

Micro-course also faces some problems and challenges in vocational undergraduate teaching. First of all, the production of micro-courses requires a lot of time and resources. Some schools and teachers may lack relevant technology and equipment, which restricts the production and application of micro-courses. Secondly, the quality of micro-courses is uneven, and some micro-courses lack depth and practicality, and cannot meet the learning needs of students. In addition, students may have problems such as lack of learning motivation, lack of interaction, and lack of real-time interaction and discussion between teachers and students, which affects the learning effect of students.

3 Effects of Micro-course on Vocational Undergraduate Teaching

3.1 Improve the Teaching Effect

Micro-class improves the teaching effect. In terms of knowledge transfer and learning efficiency, micro-courses have obvious advantages. Traditional classroom teaching is often limited by time and space, and students need to absorb a lot of knowledge in a limited time. However, the video form of micro-class and the learning methods anytime and anywhere enable students to learn at their own pace and better understand and digest knowledge. Through the combination of audio-visual, micro-class can vividly and intuitively present the knowledge content, stimulate students' interest in learning and improve learning efficiency.

The impact and improvement of micro-course on students' academic performance is also

significant. Through micro-courses, students can choose their own learning path and rhythm according to their own learning needs to realize personalized learning. Micro-courses can also provide a variety of learning resources and interactive forms, such as online tests and discussion areas, to help students consolidate their knowledge and expand their thinking. At the same time, micro-courses can also track and evaluate students' learning situation through data analysis and other ways, timely find problems and give guidance, so as to help students improve their academic performance.

In short, micro-course, as a new teaching method, has a positive influence and effect on vocational undergraduate teaching. Through micro-class, teachers can better realize the accurate transmission of teaching content, stimulate students' interest in learning, and improve the learning efficiency; students can conduct personalized learning according to their own needs, expand the breadth and depth of knowledge, and improve their academic performance. However, it should be noted that micro-course, as an auxiliary teaching means, cannot completely replace the traditional classroom teaching, and teachers still need to provide timely guidance and guidance on the basis of micro-course to ensure the maximum teaching effect.

3.2 Promote Students' Interest in Learning

Micro-courses play an important role in stimulating students' interest and participation in learning. Compared with the traditional classroom teaching, the micro-class can better attract students' attention through multimedia technology and vivid presentation methods, making the learning more vivid and interesting. Through the combination of audio-visual and illustrated display, micro-class can let students get more intuitive cognition in visual and auditory, stimulate their curiosity and desire to explore knowledge, so as to improve the enthusiasm and initiative of learning. In addition, micro-courses can also provide a rich variety of learning resources and interactive forms, such as online discussion, real-time interaction, etc., so that students can more actively participate in the learning process and promote the cultivation and promotion of learning interest^[4].

Micro-course is closely related to the learning motivation of vocational undergraduate students. Vocational undergraduate students usually have certain career goals and employment pressure, and they pay more attention to the knowledge and skills that are practical and can enhance their employment competitiveness. As a convenient and effective way of learning, micro-course can help students master the required professional knowledge and practical skills more quickly, enhance their professional quality and competitiveness, so as to stimulate students' learning motivation. Through the study of micro-courses, students can feel the learning results and gains more intuitively, enhance their confidence and motivation in learning, and then more actively participate in learning, and constantly improve their learning motivation and learning effect.

In short, through vivid and interesting presentation methods and diversified learning resources, micro-courses can stimulate students' learning

4 Application Strategies and Suggestions of Micro-course in Vocational Undergraduate Teaching

4.1 Principles and Methods of Micro-course Design

The principles and methods of micro-course design are crucial to improving the effect of vocational undergraduate teaching. In the design of micro-course, the student-centered design concept should be upheld. This means that starting from the students' learning needs, learning style

and learning habits, we should design the content and form of micro-courses that meet their characteristics and needs. Micro-courses should focus on stimulating students' interest in learning, guide them to actively participate in the learning process, and cultivate their independent learning and problem-solving ability. In addition, the micro-course design should also pay attention to the interactivity and diversity, by setting up interactive links, case analysis, group discussion and other forms, to promote the communication and cooperation between students, and improve the learning effect.

The characteristics of vocational undergraduate majors include strong practicality, strong professionalism and clear employment orientation, so these characteristics should be fully considered when designing the content of micro-courses. First of all, the content of micro-course should be closely combined with the actual needs of professional undergraduate majors, with the goal of solving practical problems and improving practical skills, and pay attention to the combination of theory and practice. Secondly, the content design of micro-courses should highlight professionalism, deeply explore professional knowledge and skills, and improve students' professional quality and competitiveness. At the same time, micro-courses should also pay attention to employment orientation, guide students to understand the development trend of the industry, and cultivate professional qualities and skills in line with the market demand.

When applying micro-course in vocational undergraduate teaching, teachers can take some strategies and suggestions to improve the teaching effect. First of all, teachers should constantly learn and master the methods and skills of micro-course design, and update the teaching content in time, to maintain the novelty and practicability of the teaching content. Secondly, teachers can constantly adjust the content and form of micro-courses according to the actual needs and feedback of students to improve the teaching effect. In addition, teachers can also use online teaching platforms and resources to enrich the content of micro-courses, provide more forms of learning resources, and stimulate students' enthusiasm and enthusiasm for learning.

4.2 Management of Micro-course Teaching Process

In the micro-course teaching, the teacher-student interaction and feedback mechanism is crucial. The interaction between teachers and students can promote the maximization of the teaching effect and stimulate students' interest and enthusiasm in learning. Teachers should set up various interactive links in the micro-class design, such as online discussion, real-time q & A, etc., to encourage students to actively participate in it and ask questions and opinions. At the same time, teachers should give timely feedback to students, guide students to study and think, help them solve problems and improve the learning effect. Through effective teacher-student interaction, the teaching effect can be strengthened and students' learning motivation and effect can be improved.

The establishment of micro-course evaluation and improvement mechanism is crucial to improving the quality of micro-course teaching. Micro-class evaluation can help teachers to understand the students' learning situation and grasp the teaching effect, and adjust the teaching content and methods in time. In the vocational undergraduate teaching, the micro-course evaluation should combine the professional characteristics and the actual needs, and adopt a variety of evaluation means, such as online test, homework evaluation, project presentation, etc., so as to fully understand the students' learning situation and level. At the same time, teachers should timely analyze the evaluation results, find out the problems and deficiencies, improve and adjust the content and teaching methods of micro-courses, and improve the teaching effect and students' learning effect.

In the application of micro course in vocational undergraduate teaching, teachers can adopt some strategies and suggestions to effectively manage the micro course teaching process.

5 Epilogue

Through the application research of micro course in vocational undergraduate teaching, we can better understand the positive effect of micro course in vocational undergraduate teaching, and provide reference for education and teaching practice. In the future, with the continuous innovation of science and technology and the renewal of educational concepts, the application of micro-courses in vocational undergraduate teaching will be more diversified and in-depth, providing more effective support and guarantee for the cultivation of high-quality talents with practical ability and innovative spirit.

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