Research on the Application of Micro-Classes in Computer Teaching in Higher Education

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ABSTRACT. *Humans have entered an era of information technology. The application of computer technology has caused great changes in our production and life, and resources have been optimized and fully utilized. For information resources, it can no longer be limited to the constraints of space and time in. Advanced computer teaching keeps pace with the times, and the application of micro-classes for teaching is an innovation of teaching mode and the development of teaching strategies. Based on teaching practice, the author analyzes and discusses the application of micro-learning in higher computer teaching for reference only.*

KEYWORDS: *Information technology; Optimization; Micro lesson; Computer*

1. Introduction

Foreword: With the development of the times, the importance of computers has become increasingly prominent. Computer teaching in colleges and universities should also keep pace with the times. With the power of information technology, reform teaching models and innovative teaching methods. Micro-learning is a new type of teaching strategy, which meets the requirements of modern education and quality education, and is an effective way to modernize and technology-based computer classrooms. The current computer teaching effect in higher education is not satisfactory. Using micro-learning in it can reduce teachers 'teaching pressure and greatly benefit students' computer course learning.

2. Analysis of Computer Teaching Problems in Higher Education

It is undeniable that even computer teaching in higher education is still dominated by traditional teaching methods, lack of knowledge of new teaching concepts, and less attempts at new teaching methods. Operating under the direction of the computer, for computer learning, on the one hand, it affects the formation of good learning habits of students, on the other hand, it also affects the learning efficiency, and more importantly, it goes against the core literacy of computer education.

Computer is the most advanced representative of the era of science and technology. Students have different levels of computer skills and students 'ability to accept computer knowledge. Therefore, one-size-fits-all teaching can not meet the requirements of higher education, and it will also cause the gap between students' learning levels to expand and affect the overall education quality.

3. Advantages of Micro Classes

As we all know, micro-learning is more and more widely used in modern education. It has achieved good results in teaching and is loved by teachers and students. Most of the micro-classes are based on videos, and the time is rarely less than 8 minutes, which is in line with modern students' video browsing habits. The videos include pictures, animations, and sounds, which can attract students and effectively prevent students from thinking. More importantly, micro-lectures are short and intensive, and independent. Students learn multiple lessons in a lesson. Therefore, in teaching, teachers can use micro-lectures to make targeted and independent videos to Students conduct personalized tutoring so that students at different levels can benefit from micro-classes. In addition, there are many micro-lecture broadcast terminals, which can be played by a variety of mobile devices, which provides more possibilities for students' learning. No matter the time or place of study, students can adjust themselves to make learning autonomous. And flexibility, so students can take advantage of scattered time to study, and can communicate with teachers at any time, thereby improving the efficiency of computer learning and enriching their extracurricular life.

4. Micro-Courses in Higher Computer Teaching

4.1 Pre-Course Application of Micro-Lessons

The micro-lecture is prepared by the teacher before the lesson. Therefore, before the lecture, the teacher can publish the content of the micro-lecture on the online platform. During the preview, the student can download the micro-lecture content from the platform or watch the micro-learning content online. On the one hand, students Be able to start learning in an autonomous way and cultivate students' learning initiative. On the other hand, students can become masters of learning and conduct reasonable learning based on their own learning situation and time, thereby reducing the disadvantages of synchronous learning for all students in traditional classrooms. , Also helps students with learning difficulties strengthen their weak points. From the passive end of learning in the classroom to the active learning of knowledge from the Internet, it is a change in learning habits and a change in students' attitudes towards learning, which can reflect the value of students in learning.

For example, I will upload the prepared WeChat class to the class WeChat group and Douyin video software. Students can choose the online platform to study according to their preferences. Because WeChat is mainly based on videos, students can maintain their learning interest for a long time. Compared with the past, the performance of students in classroom teaching shows a good development trend.

4.2 Application of Micro-Lessons in Class

Classroom time is limited. If it is "full teaching" in the classroom, it is difficult for students to absorb it completely. The quality of learning cannot be guaranteed. Therefore, in the context of personalized teaching, computer teachers should understand each student and Different students set reasonable teaching difficulties. Micro-classes are independent. They can explain a single knowledge point independently. They can break through the limitations of class teaching. They can explain knowledge by means of videos and animations. The three-dimensional representation can visualize the knowledge. While attracting students' attention, Improve classroom teaching quality. In addition, the micro-lecture videos have the functions of pause, review, and slow play, so that students can learn according to their own learning needs, which is helpful for students' personalized learning.

For example, when playing a micro-lecture video in the classroom, some students with learning difficulties ca n't keep up with the teaching progress, then I will let the students say what they do n't fully understand. Repeated learning to break through difficult points and master knowledge in depth.

4.3 Application of Micro-Lessons after Class

According to the requirements of quality education, teachers must strengthen classroom interactions while completing teaching tasks to ensure the number and quality of classroom interactions, and also expand the second classroom in addition to classroom teaching. After class, students can learn through micro-classes. Achieve review and re-learning of classroom knowledge. At the same time, if difficulties are encountered in after-school learning, students can ask teachers for help through online communication. Teacher-student communication in the classroom is usually conducted in a one-to-many manner. Poorly targeted, the use of micro-lectures for students' after-school learning can greatly improve the learning efficiency of students. Teachers can focus on common problems encountered by students, and for the learning difficulties encountered by individual students, the teacher also You can conduct separate instruction teaching. In the after-school teaching, teachers can test the quality of their own classroom teaching, understand the students' grasp of computer knowledge, provide reference for the next stage of teaching, ensure the rationality of teaching design, and then ensure themselves. Teaching quality and efficiency.

For example, after a student is finished, the student can continue to watch the video of the micro-learning due to the shortcomings of his class. If he still cannot rely on self-study to understand the knowledge, the student can communicate with me online and inform me of his doubt And I will answer it. If multiple students provide the same question, I will include this content in the next lesson to help students overcome learning obstacles. Through long-term persistence, students have achieved good results in the final computer exam, especially in computer operation knowledge. In middle school, students' practical ability has also been greatly improved.

Conclusion:In summary, the micro-lecture is produced by the teacher. Therefore, the teacher must ensure the quality of the micro-lecture content and the pertinence of the micro-lecture, including the pertinence of

knowledge and the pertinence of students. The end users of micro-lectures are college students, and there are many students with low learning interest and poor self-control ability. Therefore, teachers should integrate computer knowledge from a macro perspective to promote the reasonable content of micro-lectures, improve the scientificity of teaching structure, and allow micro-lectures. Play a greater role.

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