

Explore the Effective Utilization Countermeasures of Micro-Course in Secondary Vocational Mathematics Course Teaching

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Abstract: As an emerging educational resource, micro-course brings a more convenient and effective teaching mode to learners. This paper first introduces the concept of micro class, secondly, put forward the advantages of micro class and the secondary vocational micro school mathematics course and ordinary high school mathematics micro class difference and connection, finally, put forward the effective use of micro class in secondary vocational mathematics course teaching countermeasures.

Keywords: Micro class; Secondary vocational school; Mathematics course; Effective use

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1. Concept of micro class However

Micro class definition of version 3.0 appeared in 2013: micro class also called micro course, it is a micro teaching video as the main carrier,^[1] for a subject knowledge or teaching link and design and development of a scenario, support a variety of learning ways of online video course resources^[2].

2. Advantages of micro class

2.1 Time “micro”

In terms of time, the length of the micro-class video is usually 5-10 minutes. Short micro-class videos are in line with their cognitive characteristics, and can effectively maintain their classroom attention.

2.2 The Content is “micro”

In terms of content, the traditional classroom teaching of a class is often a subject, which may contain multiple knowledge points, and the solution surface is relatively broad. The micro class is generally a micro lesson, a knowledge point or a problem.

2.3 Resource capacity is “Micro”

In terms of size, the video of the micro class is generally only tens of megabytes. In order to facilitate students to watch it online or download it to mobile terminals for autonomous learning, the online-supporting video formats such as mp4, wmv and avi are often adopted. Even if the traditional classroom is recorded into a video, its resource capacity will be quite large, whether it is to download or save are more difficult, if it is even more difficult to spread widely on the Internet.

3. Difference and connection between secondary vocational mathematics micro class and ordinary high school mathematics micro class

3.1 Different teaching objectives

The biggest difference between secondary vocational schools and ordinary high schools is that ordinary high schools attach great importance to the graduation rate of students, while secondary vocational education emphasizes on cultivating technical talents as the

ultimate goal.

3.2 Different teaching content

Compared with ordinary high school, secondary vocational mathematics knowledge is less difficult, cut some knowledge points, to highlight the basic knowledge points.

4. Effective use of micro course in secondary vocational mathematics curriculum teaching

4.1 Pre-class lesson preparation design and students' independent preview, and adopt the flipped classroom mode

On the one hand, secondary vocational mathematics teachers need to combine the characteristics of secondary vocational students learning, learning autonomy is not as strong as the autonomy of ordinary high schools, then in the design of micro-class hours, need to be more vivid and easy to understand, increase some interesting, lesson preparation stage needs to conceive how to deepen the design of this aspect. On the other hand, independent learning is the common point of micro-lesson and flipped classroom teaching, and also the main link of students' learning process.

4.2 Introduction needs to grasp the students' attention and interest points to improve the effectiveness of learning

"A good start is half the success", and the classroom introduction focuses on triggering students' interest in exploration and emotional resonance, and quickly enters into the mathematics classroom learning. Micro class in this aspect has the advantages of traditional teaching, micro class can through music, songs, pictures, animation and other different ways to common life phenomenon and social hot topics into the classroom, make students understand the knowledge of this class, and hold the students' 'heartstrings'.^[3]

4.3 The key and difficult points in the class and the knowledge points covering more knowledge should be explained with the help of the advantages of micro-class

teachers can take advantage of the micro class, break through the key points, disperse the difficult points, prompt easy mistakes and confusing points, remind the knowledge cold points, with the help of the micro class, teachers have the power to master the teaching strength, and can use the precious opportunity of the classroom to observe students from the perspective of onlookers.

4.4 Pay attention to the design of micro-courses based on the nature and characteristics of secondary vocational courses

First of all, most of the micro-class video time in China is generally concentrated in 5-8 minutes, which may be more suitable for ordinary high school students. The length of secondary vocational mathematics micro class is suitable for 3-5 minutes. Second, the language should be concise. Thirdly, the use of a mobile phone, combined with the school public account or the class public account, to join the micro class. Use the function of wechat public account, the application of micro class. Secondly, the network resources can also be used to establish the corresponding students' independent learning system to carry out micro-class learning.^[4]

5. Conclusion

Micro class not every lesson to use, combining the content of this lesson as a teaching means, from before class, after class auxiliary role, to help students better finish preview before class, micro class is the result of contemporary technology and education chemical reaction, is a kind of can make learners willing to learn, and learn more effective and long-term teaching methods, how to better play to the role of micro class, develop more micro class resources, the need to strengthen research and practice.

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