

Research on the Application of Case Video Teaching Method in the Moral Education Classroom of Technical Colleges

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Abstract: There are some differences between the students in technical colleges and ordinary high schools. Most of the students here will directly enter the school to work after graduating from the school. Therefore, the cultivation of students' professional ethics is more important, even more than the learning of professional skills. With the advent of the Internet era, all kinds of information have expanded, and the teaching equipment in schools has been gradually digitized and informatized. Teachers can intuitively show relevant cases to students in the teaching process. Based on this, this paper discusses the application of case video teaching method in the moral education classroom of technical colleges, and then promotes the teaching quality of moral education in technical colleges.

Keywords: Moral education; Video case; Teaching reform

1. The significance of the application of case video teaching method in the moral education classroom

1.1 Help to deepen students' understanding of knowledge

At this stage, the teaching equipment in schools at all levels in our country is gradually modernized. The use of multimedia technology can allow students to understand the knowledge they have learned more intuitively. Compared with boring text, students will be more likely to accept the sound and picture of multimedia. In the process of watching multimedia courseware, students can enhance their interest in learning and deepen their memory of the video.

1.2 Helps to enhance students' motivation to learn

The case video teaching method is applied in the teaching of moral education, mainly through the means of sound and picture, to pass the teaching-related content to the students, to capture and describe the typical time around the teaching problem to complete the teaching activities, in order to achieve the expected better Effect.

1.3 Help to improve the teaching effectiveness of moral education classroom

The application of video case teaching method in moral education classroom can help teachers save a lot of lesson preparation time and improve teaching quality.

2. The application status of case video teaching method in the classroom teaching of moral education in technical colleges

2.1 Weak awareness of case video teaching

The interest is not strong, in addition, the teachers' teaching methods are relatively simple, and the teaching effect cannot be guaranteed. As far as the application status of case video teaching in the moral education classroom teaching of technical colleges is concerned, the application scope is small, and only some teachers begin to use the case video teaching mode, which reduces the quality of moral education classroom teaching and affects the final learning effect of students.

2.2 Students' own factors affect the effectiveness of moral education classroom teaching

The comprehensive quality of students in technical colleges is relatively poor, and their learning ability needs to be improved.

Most of the students are only children and lack self-discipline in their own learning. Especially in the classroom learning of moral education, they ignore the importance of their own moral education.

3. The use of case video teaching method in the classroom teaching of moral education in technical colleges

3.1 “Flipped Classroom” Mode

The application of this teaching mode in the case video teaching of technical colleges fully arouses the enthusiasm of students in classroom learning, increases the activity of the classroom, and the participation of students in the classroom is high.^[1]

3.2 “Classroom Embedding” Mode

The “Classroom Embedding” mode mainly follows the progress of classroom teaching and explains the video being played. Based on the guidance of the depth-oriented teaching concept, teachers have solidified the basic theoretical knowledge of students, and at the same time, they pay more attention to the depth of teaching. Through case video teaching, the extension of the moral education teaching classroom has been realized, which has broadened the vision of students in technical colleges and increased students’ horizons.

3.3 “After-school top-up” mode

The “after-class extension” mode is mainly to consolidate the knowledge learned in the classroom by allowing students to watch videos after class as an extension of the classroom.

4. Points to be paid attention to in the use of case video teaching method

4.1 First of all, pay attention to the arrangement of time and frequency

At present, theoretical classes in technical schools are generally two classes, with a total duration of no more than 90 minutes. The class time is not very sufficient. The choice of video should not be too long. It is recommended to choose 5 to 8 minutes.

4.2 Create a good learning atmosphere

As the person in charge of the classroom, before teaching the content of the relevant chapters of the lecture, the teacher should select the content related to the teaching material, closely focus on the teaching objectives, fit the knowledge points and the problems to be solved in the teaching points, select relevant video cases, and Relevant questions are preset, and the content selection must be jumpy, so that students can watch videos and cases with relevant questions.

5. The person in charge of the implementation of the case video method improves the level of informatization and technology

The key factor that affects the classroom effect of the video case teaching method is the informatization and technical level of the teachers. Due to the lack of professional training of “Internet education” and “Informatization education” for some teachers, some teachers of employment guidance courses are due to their technical level. The limitation is that the blackboard writing on the blackboard is only copied to the computer screen, or the existing videos on the Internet are directly played. There is a lack of fine interception and integration, and the backward technical means reduce the attractiveness of the course.^[2]

Conclusion:

In the moral education classroom of technical colleges and universities, the case video teaching method is used for teaching. Through the methods of sound and pictures, it can help students understand the content that is not easy to understand in the textbook. In the process of teaching, teachers should pay attention to the degree of participation of students, mobilize students’ enthusiasm as much as possible, stimulate students’ interest, and make students willing to continue learning.

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