

# A Discussion on the Application of Micro-Class in Senior High School English Teaching

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**Abstract:** Micro lesson is a teaching way which dominated by video clips, mainly by means of the modern advanced science and technology, to each big media platform as the carrier, the basic knowledge of the teaching materials, cut into short fine video content for students to watch and learn, and in recent years, along with our country the concept of new curriculum education reform unceasingly, small class teaching method has been applied to every stage of education, Therefore, teachers should establish a correct education consciousness and effectively design the teaching content of micro class to improve the application efficiency of micro class in high school English teaching. In addition, it can also make students better feel the brand new teaching mode in the new era and give full play to the practical role of micro class teaching.

**Keywords:** Micro Class; High School; English Teaching; Using the Strategy

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## Introduction

In recent years, with the reform of the education system in our country, has received the widespread attention, high school English teaching and English teaching as an important part of high school education stage, the teacher will not be able to continue to use traditional ideas, shall, according to a new era of education demand, combined with modern education means and methods, reasonable design of micro teaching video, It can highlight the characteristics and advantages of micro-class teaching method, so that students can better feel the teaching method in the new era. In addition, English teaching needs students' repeated training and research. Micro-class teaching method can effectively solve the drawbacks of traditional teaching model and provide students with a new learning experience, so as to effectively improve the overall efficiency of high school English teaching.

## 1. The characteristics of the application of micro class in high school

### English teaching

#### 1.1 Immediacy

English teaching has a certain flexibility and needs timely training and consolidation of students. Under the influence of traditional teaching mode, teachers often simply introduce skills and methods to students in class and then guide students to carry out simple exercises. Small class teaching method can effectively change the disadvantages of traditional teaching mode, micro teaching can effectively using video meet the demand of flexible, students can through micro to watch the video class, better feel the connotation of knowledge, and teachers can use flip classroom design different levels of training content, students can according to own actual situation, Students can choose the corresponding difficulty for training independently, and they can also practice their own anytime and anywhere through micro class. In this way, it can not only meet the educational needs of the new era, but also give full play to the actual role of micro-class teaching<sup>[1]</sup>.

#### 1.2 Refining

Micro lesson resources in high school English teaching are often refined to a certain extent. The length of micro lesson

video is relatively short, which requires teachers to fully grasp the knowledge content of the textbook. According to students' cognitive situation, the length of appropriately compressed video is usually about 8 to 15 minutes. In addition, the micro-class teaching method has multi-level and multi-faceted video content. Students can select different micro-class videos according to their own level, so as to meet the learning needs of students at all levels and further improve the English level of all students. In addition, students will have more time to reflect and digest knowledge after class by watching refined micro-class videos. They can gradually consolidate knowledge through repeated training, so as to effectively improve the application efficiency of micro-class in high school English teaching.

## **2. The application strategy analysis of micro class in high school English teaching**

### **2.1 Highlight the content theme and effectively design the video content of the micro-class**

Micro-class teaching method is a new teaching form that has received wide attention in recent years. Teachers should face up to the advantages and characteristics of micro-class at this stage, and establish a correct teaching awareness. The video of micro-class is usually controlled at about ten minutes. Teachers should not explain the corresponding knowledge content in the video. They should grasp the basic knowledge of the textbook comprehensively and refine and compress the abstract and complicated knowledge. At the same time, in the micro-lesson video, the subject of the textbook content should be highlighted, and the corresponding knowledge can be clearly understood by students. Therefore, in the current teaching process of high school, teachers should effectively design the micro-lesson video content with the help of modern educational technology and methods. For example, in learning English textbooks for senior high schools, Unit 5 is compulsory. "Languages around the world." related knowledge content, the teacher should reasonably use the micro-lesson video to highlight the topic of the unit content, teachers can compress the content of the textbook appropriately, refine and simplify the key words, grammar, sentences and other knowledge content of the unit. A short video is presented to the students. Finally, the teacher can assign corresponding homework for the students with the help of modern education mode. Students are required to complete a brief self-introduction with the words they have learned, and then guide the students to share the international language they know in class. Lesson in this way, you can through the micro video, both to highlight the main body of this unit knowledge content, and through the design of the video content, make students participate effectively and give full play to the actual effect of small class teaching, students can also obtain good learning experience, also helps to develop students' ability and development <sup>[2]</sup>.

### **2.2 Based on the micro-class teaching method, guide students to participate actively**

High school English teaching pays more attention to the interaction and training of students, and students need to be trained and consolidated in time according to the basic knowledge and skills described by teachers, so as to achieve the basic goals of teaching and effectively improve students' ability. So at present high school English teaching process, teachers can not only pay attention to students' classroom learning content design, should also be based on class teaching, guide students to actively participate in class activities, enables the student to according to the guidance of teachers, the training of the corresponding knowledge step by step, at the same time, teachers in the design of micro video class, shall, according to students' cognitive characteristics, Based on the current situation of high school English teaching, students are guided to participate in video activities. For example, in the study of senior high school English textbooks compulsory two Unit 4: In the case of "History and Traditions.", teachers need to optimize the video content design module. In the micro-lesson video, teachers can interact with students and reasonably intersperse corresponding pictures. When the video is played,

corresponding buttons will pop up and students will click the buttons to answer the content of the pictures in English. If the answer is correct, the video will continue to play. If the answer is wrong, the students need to train and memorize the wrong knowledge. Then, the teacher designs a refined homework with the help of micro-class frequency, requiring students to complete the scene simulation dialogue. In this way, it can not only guide students' active participation based on the micro-class teaching method, but also effectively exercise students' ability through the micro-class video, and give full play to the practical role of high school English teaching<sup>[3]</sup>.

## **2.3 With the help of the advantages of micro class, guide students to preview**

### **before class**

In recent years, with the continuous reform of the educational system in our country, English teaching in high school has completely new teaching goals and demands. Teachers should guide students before class with the help of the advantages and characteristics of micro class reasonably. In the learning process, preparation before class to guide students to have a basic understanding of the relevant knowledge, to enhance the enthusiasm of the students in class, also can make students follow the teacher's teaching plan, the relevant scenario simulation and training, so the preview before class in high school plays a huge role in English teaching, teachers should be based on the teaching status quo, Effectively design the micro-class video content to guide students to efficiently preview and think. For example, in the high school English learning Unit 5: "Music." the knowledge content, teachers can design in advance before micro video lesson in the classroom teaching, is sent to students for the students to preview before class, the teacher can undertake the pronunciation of the words in the micro lesson video clips, enables the student to the key words of this Unit ahead of memory and learning. It can not only greatly shorten the time of preview, but also better promote the interaction between teachers and students. Only in this way can we give full play to the advantages and characteristics of micro-class videos in high school English teaching and meet the needs of students for learning<sup>[4]</sup>.

## **2.4 Systematically and coherently design micro-class videos to improve the overall teaching efficiency**

In high school English teaching process, each unit has more knowledge content, the teacher can't through a video about all of the content, each unit will often require multiple micro video class, the teacher in the design of micro video class, should pay attention to the continuity of the video system, can realize the knowledge unit 1, from easy to difficult transition and development. At the same time, multiple micro-lecture videos should focus on the knowledge theme of the unit, and the key knowledge content of the unit should be presented to students in a simple and clear way for students to learn and master. In addition, teachers should also pay attention to the hierarchical nature of micro-lesson videos when designing micro-lesson videos of each unit. For example, in the first micro-lesson of each unit, the video often needs to combine the main body of the unit to introduce knowledge, while in the last micro-lesson of this chapter, the video needs to appropriately summarize the knowledge of this chapter. In this way, students can gradually understand and recognize the knowledge of this chapter with the help of micro-lesson videos, and explore and research related knowledge step by step in accordance with teachers' expected goals, so as to effectively improve the overall teaching efficiency. For example, in the study of senior high school English textbooks, three compulsory units 1: In terms of relevant knowledge contents of "Festivals and Celebrations.", teachers should have a systematic and coherent design consciousness when designing micro-lesson videos. Finally, according to the needs of each class period, the micro-lesson videos should be properly divided and divided, so that the knowledge can have a certain systematic consistency. Students can also feel the increasing difficulty of knowledge through the video. For example, at the beginning of the video, the teacher can select animations related to the unit to introduce knowledge, and then design multiple micro-lesson videos of the unit, including words, grammar and text explanation. Finally, according to the basic learning situation of students, teachers should systematically summarize the corresponding knowledge in the last micro-lesson video, guide students to improve their own learning system and construct corresponding mind maps. Only in

this way can we give full play to the advantages and characteristics of micro class in high school English teaching, so as to effectively improve the overall teaching efficiency.

### **3. Concluding remarks**

To sum up, micro-class has become a teaching form that attracts much attention in various stages of education. Teachers should also correctly understand the advantages and characteristics of micro-class teaching method, and effectively design micro-class video content according to students' cognitive characteristics, so as to guide students' efficient learning and training. In addition, teachers should according to the basic goal of teaching, design flexible video content, to guide students to actively participate in the interactive video, can be effective in high school English teaching stages of training the students ability, enables the students to better perception of the new era of teaching pattern, also can effectively play the role of actual micro class in high school English teaching, Make students have a better learning experience.

### **References**

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