

Research on the Strategy of Interactive Class with Media Convergence used by Higher Vocational College Teachers

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Abstract: This paper expounds the concept and connotation of integrated interactive classroom, analyzes the main factors influencing interactive classroom of integrated media, and discusses the ways and strategies to optimize interactive classroom teaching of integrated media.

Keywords: Integrated media interactive classroom; Influencing factors; Teaching strategy

Introduction:

Integrated media interactive classroom is an innovative classroom teaching model based on the Internet and multimedia equipment. The following will analyze the above four factors and discuss how to optimize the quality of interactive classroom of integrated media based on the above four factors.

1. Concept and connotation of media interactive classroom

In the interactive classroom mode of integrated media, it is not simply to integrate integrated media platform and information technology into the classroom teaching of higher vocational colleges, but to carry out innovative teaching with the help of integrated media platform and resources. Under this teaching mode, teachers pay more attention to students' learning needs, guide students to automatically and spontaneously invest in learning, and actively explore and communicate teaching content and key knowledge.

2. Factors affecting interactive classroom of financial media

2.1 Influence of individual differences on interactive classroom of financial media

From the perspective of teachers, different teachers have different understanding and recognition degrees of integrated media interactive classroom, and their different design and implementation abilities of integrated media interactive classroom will have different influences on the mode and quality of integrated media interactive classroom. For example, if a teacher agrees with the concept of integrated media interactive classroom and has strong ability to design and implement integrated media interactive classroom, then the teacher can complete integrated media interactive classroom teaching with high quality. Another example is that a teacher does not recognize the concept of integrated media interactive classroom, and her own information technology ability is limited, so the teacher naturally takes less interactive classroom teaching mode of integrated media in the teaching process, or achieves unsatisfactory results in interactive classroom teaching process of integrated media.

2.2 Influence of community influence on interactive classroom of financial media

From the perspective of interactive classroom of integrated media, if most educational institutions in a certain region tend to adopt interactive classroom of integrated media for teaching, it will have an impact on all educational institutions in the region, so that the interactive classroom model of integrated media can be widely applied in educational institutions in the region. If only a few educational institutions in a certain region adopt interactive media classroom teaching, its influence on the use of interactive media classroom mode in neighboring educational institutions will be relatively small.

2.3 Influence of convenience on interactive classroom of financial media

The construction of integrated media interactive classroom has certain requirements on hardware equipment and teachers' comprehensive literacy. Whether the hardware equipment is convenient in higher vocational colleges and whether the teachers' literacy is excellent enough will have a certain impact on the construction of integrated media interactive classroom. For example, a higher vocational college has a complete network information system and advanced multimedia facilities, which can be integrated with other media platforms, and sufficient teachers' abilities, which can take advantage of the above convenient conditions to carry out interactive classroom teaching of integrating media. Another example is the lack of network coverage or hardware facilities in a higher vocational college, so teachers cannot carry out high-quality interactive classroom teaching of financial media.

3. Optimize the ways and strategies of interactive classroom teaching with integrated media

3.1 Improve the media literacy of teachers and students

Teachers and students are the two main components of interactive media-integrated classroom, and their understanding of interactive media-integrated classroom will affect the construction, implementation and teaching quality of interactive media-integrated classroom. Therefore, vocational colleges should provide relevant training opportunities for teachers to strengthen their understanding and recognition of interactive media-integrated classroom, and then teachers can train students. Strengthen students' recognition of interactive classrooms with media, encourage them to cooperate with teachers' teaching work, and promote the improvement of teaching quality. For example, vocational colleges can ask outside experts or teachers with outstanding performance in interactive classroom teaching of media integration to organize training or lectures to share technology and experience with teachers of the school. In this process, teachers can strengthen their recognition and emphasis on interactive classroom of media integration, and then appropriately adopt this teaching model in the teaching process. Teachers themselves should also have the sense of progress, realize self-improvement through network channels, off-campus training institutions and other channels, strengthen their own media literacy, improve the construction of interactive media classroom and teaching ability. In addition, teachers should introduce the composition forms and teaching advantages of interactive classrooms with media to students in the form of themed class meetings, so as to strengthen students' recognition of the teaching mode and encourage them to actively participate in learning and cooperate with teachers, so as to improve teaching quality and teaching efficiency.

3.2 Improve the adaptability of interactive classroom with media and teaching environment of the class

Media interactive classroom plays a positive role in higher vocational teaching, such as expanding students' knowledge acquisition channels, enriching class content, increasing class interest, increasing classroom teaching practicability, and cultivating students' exploration ability and innovation ability. If teachers want to achieve the above teaching objectives in interactive classroom teaching of integrated media, they should improve the adaptability of interactive classroom of integrated media and the teaching environment of the class. Firstly, teachers should conduct in-depth research on the systematic characteristics of interactive classrooms with financial media. Secondly, teachers should understand and study students' current knowledge level, learning style and thinking mode. After that, teachers can choose the appropriate media platform, media resources, teaching content and teaching methods according to the actual needs of students in the class and the characteristics of interactive classroom system of interactive media, so that interactive classroom of interactive media can better meet the learning needs of students in the class.

3.3 Vocational colleges should strengthen the promotion of interactive classroom of financial media

Community influence is one of the main factors affecting the construction and application of interactive classroom of integrated media. Based on this, vocational colleges should strengthen the promotion of interactive classroom of integrated media within their own scope, and encourage more teachers to adopt this teaching model in the teaching process, so as to increase the community influence of the school in interactive classroom teaching of integrated media. For example, higher vocational colleges can set up a strong teaching and research team first, build a set of interactive classroom system incorporating media according to the actual situation of the school, try it out in a grade, and adjust it according to the teaching effect. After that, higher vocational colleges can use the class of this grade as a model to promote the interactive classroom teaching mode of integrating media to other grades and classes, expand the coverage of this teaching mode in the school, and enhance the influence of the community. In this way, the interactive classroom teaching mode of integrating media can be gradually developed on a grade or class basis to achieve the coverage of this teaching mode within the whole school.

4. Higher vocational colleges should increase the construction of multimedia facilities

Media interactive classroom needs to rely on network system, information technology and multimedia equipment to build and implement, and the improvement of related facilities in higher vocational colleges is one of the main factors to determine whether the mode of media interactive classroom can be successfully implemented in this college. Therefore, colleges and universities should increase the construction of related facilities. First of all, higher vocational colleges should guarantee the network coverage of the whole campus, so that teachers can integrate different media platforms and resources with the help of network system. Secondly, vocational colleges should establish a special information technology maintenance department to ensure the purchase, assembly, maintenance and repair of relevant equipment, so as to ensure that multimedia equipment can provide support for interactive classroom teaching of media at any time. For example, teachers can seek support from the information technology maintenance department in time when they encounter equipment failure during the interactive classroom teaching of integrated media. If the information technology maintenance department cannot repair the equipment in a short time, it should be able to provide teachers with replacement equipment in time to ensure the normal progress of interactive classroom of integrated media.

5. Conclusion

Interactive classroom with integrated media plays a positive role in the teaching of higher vocational colleges, which can effectively enrich the content and style of classroom teaching, effectively stimulate students' interest, and effectively improve the quality of classroom teaching. Factors that affect the construction and implementation of interactive classroom of integrated media include individual differences, system characteristics, community influence and convenient conditions. Vocational colleges and teachers should give full play to their own maximum abilities and optimize the construction and implementation of interactive classroom of integrated media based on the above four factors.

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