Feasibility analysis of secondary vocational schools to offer Live-streaming course

Lijuan Yang, Zihua Liu

Guangdong ElectronicL Technology College, Guangzhou 510630, China

Abstract: With the rapid development and effective popularization of Internet technology, the education and teaching methods of secondary vocational schools are constantly innovating and changing. In recent years, with the rapid development of self-media platforms such as Douyin, Kuaishou and XiaoHongshu, major shopping platforms have also opened live channels with goods, providing consumers with a more intuitive and more convenient new shopping mode. As a new form of education, Live-streaming course have gradually been integrated into curriculum teaching and talent training programs by major colleges and secondary vocational schools. For secondary vocational schools, opening Live-streaming course is not only a supplement to traditional education forms, but also an important way to improve students' comprehensive quality and vocational skills. This paper will analyze the feasibility of setting up live courses for students in secondary vocational schools, and put forward the corresponding implementation strategies.

Key words: Secondary vocational school; Live course; feasibility

With the continuous development of 5G, cloud computing and other technologies, live broadcasting platforms are becoming more and more mature, and can provide relatively stable, efficient and real-time live broadcasting services for people to go to school. At the same time, the popularity of intelligent terminals and the expansion of network coverage make it possible for secondary vocational school students to access live courses anytime and anywhere. In addition, some livestreaming platforms also provide rich interactive functions, such as online testing, real-time response on screen and course recording, which fully mobilize people's enthusiasm and further improve the teaching effect of Live-streaming courses. The author believes that Live-streaming courses have the following advantages in secondary vocational schools.

I. The advantages of technical support are obvious

With the pace of the "Twelfth Five-Year Plan", the state vigorously develops vocational education, in recent years, the state's investment in vocational education is also higher and higher, teaching and school hardware and software investment is also increasing. According to the "Ministry of Education, National Bureau of Statistics, Ministry of Finance on the implementation of national education funds Statistics Announcement" pointed out that from 2019 onwards, the proportion of vocational education funds has increased year by year, therefore, the current vocational education school, teaching network construction has matured, whether it is the construction of basic hardware facilities or related network service technical support. Can provide good teaching support for teachers, coupled with the Internet mobile terminal supplement, so most of the schools set up Live-streaming courses and related course teaching can be effectively implemented and get the whole school teachers and students like and recognized.

II. Teachers can effectively ensure the orderly implementation of curriculum teaching

Secondary vocational schools have a strong teaching force and a large number of teachers with high professional quality and rich practical experience. These teachers have a deep understanding of the development trend of vocational education and the requirements of talent training, and are competent for the teaching tasks of Live-streaming courses and provide students with high-quality teaching services. At the same time, by offering live courses, teachers' digital teaching ability and professional quality can be further improved, students' enthusiasm can be fully mobilized, and the communication and interaction between teachers and students in classroom teaching can be enhanced, thus improving the overall teaching quality. At the same time, secondary vocational schools pay more attention to school-enterprise cooperation, and a large number of schools will cooperate with high-quality enterprises in teaching, inviting excellent practitioners from enterprises to the school to guide students, and students' practical ability has been greatly improved, thus achieving the role of school-enterprise cooperation in educating students. Teachers also improve their practical skills in the activities of enterprises entering the campus, so that the theory can be better close to the reality, so as to improve their overall comprehensive quality.

III. Students have strong enthusiasm for learning

The overall characteristics of students in secondary vocational schools are relatively weak in cultural courses, learning endurance and persistence, but they have a strong ability to receive new things, although these students have relatively poor self-control, but they have a strong demand for diversified and personalized learning. As a new form of education, Live-streaming courses can meet students' individual needs and stimulate students' interest in learning. At the same time, through the course mode of live teaching, students can arrange their learning time and progress more flexibly, so as to improve the learning effect and independent learning ability.

The above three points are the advantages of secondary vocational schools in setting up Live-streaming courses. However, in the actual teaching process, after most schools set up live broadcasting courses, relevant problems also begin to emerge, mainly in the following aspects.

First, the age structure of students is relatively small, and they do not meet the requirements of opening live broadcast accounts independently

At present, the major mainstream live broadcasting platforms in our country require that practitioners engaged in live broadcasting must be at least 18 years old, while the secondary vocational school students are newly graduated ninth grade students, the age of this group of students is basically around 16 years old, and the current teaching time arrangement of secondary vocational schools is basically 2.5 years +0.5 years of teaching mode, according to the talent training program, Many Live-streaming courses will be arranged in the second or third semester of teaching, basically few students can be over 18 years old, therefore, many schools in the actual course teaching to take the following teaching methods.

The first is to allow students to record the screen and live broadcast, because the screen recording lacks the authenticity of the live broadcast, the anchor and the assistant broadcast also lack of interaction with the audience, so the enthusiasm of the students is not very high, and the live course has high requirements on the character and comprehensive ability of the students, so the enthusiasm of the vast majority of students can not be fully mobilized. The second is the school to introduce related live broadcast virtual platform, let students log in virtual account for live broadcast, this method is better than the first, students can simulate the actual operation of related products, have a deeper understanding of the live broadcast platform, but the disadvantage is the lack of real data, can only talk on paper. The last one is that teachers set up their own livestreaming platform accounts and let students bring goods in groups. The problem in the actual operation process is that students do not understand or pay little attention to the laws and regulations related to the livestreaming platform, resulting in the account being closed before it is launched. At the same time, due to the small number of accounts, the unranked groups have nothing to do, and the classroom discipline cannot be effectively guaranteed.

Second, the number of live broadcast training rooms is difficult to meet the needs of the whole class.

Because Live-streaming courses are emerging courses, in addition to some schools have spare training rooms that can be decorated into live broadcast outdoor, most schools have limited venues, and the construction of live broadcast rooms although the requirements for equipment and investment are not very high (basically, the standard configuration of a live broadcast training room is: Two soft light, live bracket, audio equipment, two computers, live table and two chairs), the requirements for the site is not low, the need for an independent live room to avoid mutual interference. China is a country with a large population, the current class size of our secondary vocational schools is still 40-50 people configuration, according to the curriculum requirements, at least ten or so separate broadcast rooms are needed, the author has visited large and small secondary vocational schools and higher vocational colleges in recent years, and found that few schools are equipped with the relevant number of live training rooms. This also leads to the classroom teaching in the real implementation of the link is difficult to effectively implement according to the teaching plan.

Third, students' awareness of relevant laws and regulations of live broadcast planning is weak

According to incomplete statistics, the number of live streaming online in China peaked at 100 million. As a new industry, live streaming has become more and more complete in recent years. In 2016, the Cyberspace Administration of China issued the Regulations on the Administration of Live Streaming Services. In 2020, the China Advertising Association issued the Code of Conduct for Live Streaming Marketing and put it into effect. The Media Shopping Committee of the China Commerce Federation issued the Basic Regulations on Live Streaming Shopping Operation and Service. The State Administration for Market Regulation issued the Guiding Opinions on Strengthening the Supervision of Online Live Broadcast Marketing Activities. The State Internet Information Office also issued the Regulations on the Administration of Internet Live Broadcast Marketing Information Content Services (Draft for Comment).

For secondary vocational students, due to its weak cultural foundation, coupled with the physiological age structure of 16, 17 years old children, their birth of these difficult and difficult laws and regulations professional terms are not very understanding, coupled with no relevant social experience, leading to them in the live broadcast always inadvertently in violation of the operation, resulting in the live broadcast account was blocked. The short-term ban will be lifted in a few days, affecting the course teaching of the following week, while the long-term ban will directly lead to the inability to implement the follow-up course teaching, which is also a relatively big problem encountered in the implementation of Live-streaming courses at present.

How to effectively deal with the above problems can not only allow teachers to bring the latest subject knowledge into the campus and integrate it into the classroom, but also fully mobilize the enthusiasm of students and teachers, so that students and teachers get a win-win situation. On the one hand, the author constantly carries out teaching reform in the course, on the other hand, I use my spare time to visit other universities and enterprises to learn new knowledge and new programs, and sum up the following points to effectively avoid and solve the above problems.

First of all, strengthen school-enterprise cooperation, and build school-enterprise "dual system" joint education system

In recent years, in order to carry forward the "craftsman spirit" and guide students to establish a correct outlook on life, values and labor values, vocational schools, as training middle and senior technical talents, must stand at the forefront of reform and opening up, strengthen school-enterprise cooperation, promote the combination of production and learning, and take the needs of enterprises as the direction of teaching and educating school teachers. With the introduction of live broadcasting into thousands of households, enterprises also need to train a large number of live broadcasting industry practitioners, so that enterprises can enter schools in advance of students' internship. On the one hand, enterprises send high-quality live broadcasting practitioners to teach students relevant live broadcasting skills, on the other hand, most of the teachers who are "on paper" have corporate practical experience. So that the theory can be faster and better landing flower, but also fully mobilize the enthusiasm of students to learn. This "dual system" school-enterprise cooperation mode constantly promotes the innovation of teaching methods, constantly drives the upgrading of teaching equipment, and constantly strengthens the construction of teaching staff, so as to steadily improve students' ability to adapt to society, so that professional construction can be better developed.

Secondly, Live-streaming courses should be organically integrated with other courses.

When it comes to Live-streaming courses, many teachers will directly think that it is a course in the direction of business management, teaching students to bring and sell products. In fact, Live-streaming courses can also be more effectively integrated into other courses. Take our school as an example, the Art department of our school has set up the course "Traditional intangible Cultural Heritage Creation". In addition to live broadcast of the teacher's explanation, students can also show in class during the practice session of students, so that teachers, every student and even parents can see the students' learning situation in school. Teachers can also replay the live broadcast and further comment on students' works. Students can also watch the live broadcast playback to find the flaws and shortcomings of their works, so that they can improve the works more efficiently in the next class.

Finally, a more complete live teaching platform and teacher training platform should be built to implement personalized teaching programs

According to the characteristics of students in secondary vocational schools, schools should choose stable, safe and efficient live broadcasting platforms, and provide real-time interaction, online testing, course recording and other functions of platform teaching services. At the same time, attention should be paid to the real practical experience of the platform, which is simple and easy to learn, to ensure that students can access courses conveniently and quickly and operate them quickly. In addition, schools should also strengthen the maintenance and upgrade of the platform to ensure the smooth progress of live broadcasting courses and subsequent new media marketing courses. Schools should also train professional teachers on Live-streaming courses, including live broadcasting techniques, laws and regulations and platform maintenance, so as to improve teachers' digital teaching and application ability. A sound management system should be established to standardize teachers' teaching behavior to ensure the teaching quality of live streaming courses.

Live-streaming course is a new type of course. With the development of society, more and more new courses will appear in the future. Secondary vocational schools should formulate personalized teaching programs according to the actual situation and needs of students. Through the form of Live-streaming course, students can be provided with targeted guidance and help to promote their all-round development. At the same time, according to the characteristics of vocational education, attention should be paid to the cultivation of practical operation and vocational skills to improve students' employment competitiveness.

To sum up, the author believes that it is feasible for students in secondary vocational schools to open Live-streaming courses. Under the impetus of technical conditions, teachers and students' needs, as well as the environment of school-enterprise dual cooperation, secondary vocational schools should actively explore the teaching mode of Live-streaming course to provide students with more diversified and personalized learning choices. At the same time, they should pay attention to the teaching quality and course management of Live-streaming courses to ensure that students can obtain high-quality learning experience. By opening Live-streaming course, secondary vocational schools will further promote education reform and innovation, and train more high-quality skilled talents with practical ability and innovative thinking.

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