

# Research on the application of e-commerce “short video” teaching in Secondary Vocational Schools

Jing Zhong

Yangjiang First Vocational and Technical School, Yangjiang 529500, Guangdong

**Abstract:** with the rapid development of modern information technology, both network information technology and mobile Internet technology have achieved great breakthroughs, which also puts forward higher requirements for secondary vocational E-Commerce teaching. Compared with e-commerce students, short video teaching focuses more on practical teaching. Technical workers should strengthen the development of short video, so as to better apply it to practical teaching. Based on this, this paper takes secondary vocational E-Commerce teaching as an example, analyzes the ways of short video teaching development, expounds the concept of short video teaching, illustrates the characteristics of short video teaching, explores the design path of secondary vocational E-commerce Teaching short video, and defines the application process of secondary vocational E-commerce Teaching short video for reference.

**Key words:** Secondary Vocational e-commerce; Short video; Application

## Preface

As the basic form of enterprise centered e-commerce, e-commerce environment is a larger and more complex social and economic system from the perspective of system. In this context, education should be based on the environment of e-commerce development, build the corresponding video teaching resources, and develop the corresponding teaching system. Therefore, teachers should carry out teaching according to the talent needs of enterprises, position the talent training objectives, so as to reasonably design professional core courses and cultivate more high-quality network marketing talents.

## 1. Overview of short video teaching

Short video, also known as mobile short video, is different from micro video in that it is smaller than micro video. The content of short video is not limited. It includes not only some micro movies, but also documentary films, DV short films and other video forms. It can be photographed using a variety of video terminals. At present, there is no standard definition for the playing time of short video. Many people believe that the video duration should be within 20min, while others believe that it should be within 8-10min. At present, the application platform of short video teaching is mainly dithering and fast hand, and the teaching time should be controlled within 15min as far as possible.

As an extension of daily teaching, short video teaching refers to the use of short video technology by teachers, combined with teaching knowledge to let students master more information. In short video teaching, educational researchers should effectively develop teaching videos, carry out teaching in combination with specific knowledge points and students' learning situation, and formulate targeted teaching plans, so as to guide students to complete learning efficiently.

## 2. Characteristics of e-commerce short video teaching in Secondary Vocational Schools

Short video teaching is generally applied to secondary vocational e-commerce major. The main reasons include the following: first, secondary vocational students' interest in theoretical learning is not high, so it is necessary to carry out auxiliary teaching combined with other teaching methods to help students understand the characteristics of things. Second, there is a strong connection between e-commerce and “short video”. Short video is currently a popular marketing means in e-commerce. Short video teaching has the following characteristics:

First, short video teaching has high timeliness. Because the time and environment of short video teaching are not limited, students can invest in the short video platform to watch the relevant knowledge teaching anytime and anywhere. Different from the traditional teaching mode, the emergence of short video teaching helps to improve the overall teaching efficiency, so that students can focus on knowledge learning, enrich students' sensory experience, not only the combination of hearing and vision, but also drive their other senses.

Second, short videos have strong novelty. Innovation is an inexhaustible driving force to show the learning effect. According to the unique advantages of students, short videos can enable students to achieve innovative learning because of the novelty of the content. Teachers can use the short video teaching form to let students learn more knowledge. Students can learn efficiently through fragmented time, during which they can browse the information elements in the video repeatedly. Therefore, if students have questions about the learning content, teachers can let students think creatively, so as to find a new way to solve the problem. For example, when it comes to e-commerce marketing strategies, students can use multiple videos to present a variety of novel ways, and be inspired in the process of watching, so as to form new ideas.

## 3. Design of short video for E-commerce Teaching in Secondary Vocational Schools

### 3.1 Content design

Short video teaching is faced with secondary vocational students. The vast majority of students have not achieved good results in the high school entrance examination. They are 16-17 years old and do not like pure theoretical knowledge learning. However, secondary

vocational school students are good at thinking and like hands-on operation. Although their knowledge and theory are relatively shallow, they lack the ability to master systematic theoretical knowledge. Before teaching, teachers should combine the actual characteristics of students and pay attention to the design of courses, so as to improve the teaching content. In the design of teaching content, teachers also need to consider the characteristics of students' learning situation. Teachers should clarify the specific points of the design, clearly mark the designers, design time and users after the design, and highlight the specific content of the knowledge points. Finally, teachers should carry out technical processing according to the scientific design concept, so as to present intuitive knowledge, unify pictures, words, sounds and pictures, and enhance students' interest in learning.

### 3.2 Structural design

The structure design and content design of short video teaching are interrelated. Short video teaching content is a systematic knowledge system. Its main part is also the part that takes up the longest time, and it carries the core educational function tasks. In general, in secondary vocational E-Commerce teaching, teachers should effectively produce short videos. The beginning of the short video can generally be composed of the title and the introduction part. During the design period, it should be presented in a simple way as far as possible, and the time should be shortened to within 10 seconds, so as to meet the requirements of the introduction part, so as to stimulate students' learning enthusiasm in a short time, Present through rich audio-visual means. In general, teachers will teach in front of cameras, and the classroom teaching atmosphere is not strong. Therefore, teachers should clarify the teaching ideas, start from a clear main line, and try to analyze from a specific clue, so as to achieve the effect of key and difficult points, and ensure that the language used in the short video is more infectious.

### 3.3 Post production

In the post production stage, teachers need to scientifically select the editing software, and use the editing software such as AI editing, audio and video, premiere, and clipping to complete the production of the collected and sorted video information using the editing software. In this process, teachers can also use effects software to add related animation. A single video information is generally difficult to meet the expected teaching requirements. Teachers need to combine the video information they collected with the content they shot, and complete the editing according to the pre-set script. During editing, we should consider the teaching sequence, import the prepared video materials into the software in turn, control the time of each stage, and try to ensure the rationality of time and content planning. In addition, in some special cases, other element information needs to be inserted when synthesizing video, which requires the original video to be split. For example, when recording PPT video, if you want to insert knowledge points and analyze them more clearly, you need to split the recorded video content.

## 4. Application process of short video in secondary vocational E-commerce Teaching

### 4.1 Analysis of teaching objectives

According to the teaching requirements of secondary vocational colleges in e-commerce, teachers should cultivate talents according to relevant standards, guide students to master rich e-commerce theoretical knowledge and improve their practical application ability. Therefore, teachers should effectively carry out product publicity and promotion from the level of computer and network technology, which is also the goal that teachers should pay attention to. Therefore, teachers should grasp the details of teaching based on the overall goal, so as to determine the theme of teaching and the theme of short video.

During the teaching period, teachers should adjust and change their teaching ideas, combine practice with theory, and establish correct learning ideas for students. Teachers should pay attention to maintaining the psychological development needs of students in secondary vocational colleges, and choose appropriate teaching methods according to the development characteristics of students. In order to prevent students' resistance to boring knowledge during learning, teachers should use short videos to design course content, stimulate students' learning enthusiasm, enrich teaching objectives and contents, and establish correct value orientation for students' learning.

### 4.2 Creating teaching situations

In the process of short video teaching, teachers should create corresponding teaching situations according to the specific teaching objectives to ensure that the teaching situation is compatible with the teaching content, so as to guide more students into learning activities. For example, teachers should guide students to watch the global internet conference together, so as to build the corresponding teaching situation, and let students watch videos from the subjective perspective of shopping consumers, so as to truly feel the application of e-commerce in life.

For example, when the teacher explains the knowledge points of modern payment methods, the teacher uses short videos to carry out teaching and introduce the possible scams in consumption and settlement to students, so as to create a good teaching situation, let students establish a deep learning impression, and form a good consumption concept and awareness.

### 4.3 Introducing video resources

According to different teaching contents, teachers should display the pre prepared video resources at the appropriate time, so as to guide students' intuitive learning. Usually, short video has three prominent functions: first, it can be applied to the initial stage of classroom teaching as the teaching content of classroom introduction; Second, it can be applied to the key and difficult parts of teaching; Third, it can be applied to the stage of consolidation and expansion after class.

### 4.4 Realize autonomous learning

During the short video teaching, teachers should scientifically choose the teaching time and integrate the short video into it. Teachers can pay attention to integrating short videos into students' autonomous learning from an appropriate perspective, so as to play the value

of assistance. For example, when it comes to B2B related content, teachers can use short videos to analyze, and take the case of Tencent transformation as an example, so that students can learn the advantages and characteristics of Tencent and wechat through video learning, so as to better realize the integrated development of B2B mode, and enable students to better understand the main connotation and characteristics of B2B mode.

#### 4.5 Building cooperative learning

Cooperative learning is a continuation of autonomous learning, which is a kind of mutual learning. After the short video teaching, teachers should guide students to participate in the discussion, so as to solve controversial problems and better expand their thinking. For example, after the teaching of classification knowledge related to e-commerce, teachers use short videos to explain, then let students ask questions, and then solve the problems through collaborative learning, achieving ideal results. During this period, students can give more comprehensive discussion results due to the tips of short video.

#### 4.6 Emphasize evaluation exercises

In the late stage of E-commerce Teaching in secondary vocational schools, teachers can introduce the relevant content of short videos, so that students can benefit from group evaluation and group evaluation. The content of teaching evaluation should involve the acceptance degree of short video knowledge, the grasp degree of short video form and so on. When the evaluation is completed, teachers should also analyze the results based on various types of evaluation, design targeted exercise content, and present it in the form of short videos, so as to promote students' learning and development.

### Epilogue

To sum up, under the background of the "Internet +" era, the development and transmission speed of short video has been increasing. Only by giving full play to its advantages of intuitive teaching, can we improve the effectiveness of teaching. Therefore, teachers should recognize the unique characteristics of short video teaching, so as to realize the effective combination of short video and secondary vocational E-commerce Teaching from the perspective of design and application, realize the integration of knowledge, sound and image according to the development characteristics of students, and develop video education resources of knowledge interpretation, so as to better help students understand the content of knowledge.

### References:

- [1] Linglu Miao Research on the application of "short video" in secondary vocational E-commerce Teaching [j]Modern vocational education, 2021 (26): 44-45
- [2] Lu Tao,Huiying Zhang Exploration on the application of "short video" in E-commerce Teaching in technical colleges [j]Computer knowledge and technology, 2020,16 (27): 231-232
- [3] Zhengmin Luo Research on the application of short video in the course of e-commerce in secondary vocational schools under the mobile platform [d] Guizhou Normal University, 2020
- [4] Tingting Hou Exploration and development of "short video" teaching of e-commerce in secondary vocational schools [j]Computer knowledge and technology, 2022,18 (12): 71-73
- [5] Yu Chen Training strategies of e-commerce professionals in secondary vocational schools under the background of innovation and entrepreneurship [j] Guangxi Education, 2021 (42): 8-9