

Advantages and Development of “Micro Class”

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Keywords: Micro class, Educational psychology, Advantages

Abstract: In recent years, with the continuous development and construction of education informatization, the application of information technology in teaching is more and more extensive. Micro class resources are born in this context with many characteristics, such as short time, refined content, rich teaching resources and subject situations and so on, which has changed the previous teaching mode, enriched the teaching content in class, and brought the education informatization into full play. Therefore, micro class resources have been widely used in various stages. While applying micro class, because of educational psychology, some teachers analyze the development of students from the perspective of psychology, master the interests of students, and apply micro class accordingly to promote the development of micro class and improve the efficiency of class teaching.

1. Introduction

From the perspective of educational psychology, it can be found that the application of micro class video has sufficient advantages, which is convenient for enriching the teaching content of the class, attracting students' attention, cultivating students' awareness and ability of autonomous learning to deepen students' impression of knowledge, so as to improve the efficiency of class teaching. At present, there are still many shortcomings in the application of micro class video. Teachers need to use the relevant content of educational psychology to improve the importance of micro class video application, and design teaching plan according to students' age characteristics and knowledge level, so as to improve the application efficiency of micro class video and promote the development of education informatization.

2. Characteristics of Micro Class

2.1 Short Time

Generally, the duration of micro class video is 3-8 minutes and less than 10 minutes. The course time is relatively short, so that it can be inserted into any link in class at will and will not occupy too much time. At the same time, it can also become the turning point of teaching and improve the utilization rate of class teaching time.

2.2 Refined Content

Due to the short time of micro class video, teachers usually concentrate the key points and difficulties of this lesson, or highlight a certain teaching topic or teaching link, or add some extra-curricular materials for students. All of these reflect the characteristics of refined content of micro class video, which not only enriches the class teaching content, but also facilitates students to summarize knowledge.

2.3 Thematic and Situational Teaching Content

When making micro class video, teachers will determine the theme of micro class recognition according to the teaching content of this lesson, add relevant pictures and words, and apply it to class teaching, which reflects rich thematic and situational characteristics.

3. Application Advantages of Micro Class Based on Educational Psychology

3.1 Students' Continuous Learning Attention

In the traditional teaching, students have always been in a passive position, mechanically receiving information from teachers, making class atmosphere very boring, which is difficult to stimulate students' interest in learning, so that the efficiency of students' absorbing knowledge is not high. From the perspective of psychology, this situation is related to students' attention to continuous learning. No matter what stage of students, interest is a good teacher who can guide students to keep concentrated on this knowledge point for learning, and promote the efficient development of inquiry activities. If students lose their interest, their attention to continuous learning will decrease. In addition, through the analysis of students' knowledge mastery, the effect is not ideal. Students are difficult to grasp the key information in the knowledge, affecting the improvement of learning level. Based on the situation, teachers can apply micro class, use dynamic pictures and interest of micro class to stimulate students' attention to relevant information and prolong the time of continuous learning. Teachers should pay attention to students' age characteristics and interests when choosing micro class video. Rich content and colorful pictures can stimulate students' vision, attract students' attention, continuously watch the micro class video, and obtain effective information from the picture and content. For example, when teaching Chinese, teachers can select relevant film and television materials or cartoons according to the content of the article, intercept relevant fragments, fully contact the text content and play it in the class. The transformation of static learning to dynamic learning can make students quickly enter the state of learning. Through watching the micro class video, students learn the video content and in the process of teaching, if students do not understand a certain knowledge point, teachers can choose the extracurricular materials of the article content to make micro class video for students to play, so as to enrich the class teaching content, attract students' attention, guide students to master the effective information in the video, and then combine these information to learn article content. This process extends the attention of students and it is convenient for students to master effective information and improve the absorption efficiency of knowledge.

But from the related research, it can be found that the students' continuous attention time is limited, and the students are easily distracted by other things. According to foreign research, the effective time of general people's attention is about 10 minutes, so teachers can't make more than 10 minutes of micro class video. A class is about 45 minutes, so teachers can intersperse the 10-minute micro class video into any link and make it a turning point of class teaching, which can also ensure that students can absorb more effective information in the active continuous attention time. From this point of view, the application of micro class video has changed the traditional teaching method, improved the students' continuous attention time, and promoted the rapid development of students.

3.2 Students' Autonomous Learning Consciousness

The autonomous learning consciousness of students determines students' time-using efficiency in class and after class, which shows students' learning attitude, self-regulation learning ability, knowledge structure and so on. In this learning process, students occupy the main position, but if students do not have a good learning method and autonomous learning consciousness, it is difficult to continue the learning process, and the learning efficiency is not high, so that the time is wasted. From the perspective of educational psychology, this paper analyzes a lot of relevant research and finds that in real life, most students lack self-regulated learning ability, strong awareness of autonomous learning and effective learning methods. At the same time, students also lack motivation, learning time, learning behavior, learning geographical environment and social cognition. These abilities all decide the efficiency of students' autonomous learning and affect the future development of students. In view of this situation, teachers can apply micro class video in teaching process, establish a database, integrate the required micro class video into the database, classify and arrange according to the students' level, design different levels of folders to guide

students to choose the micro class resources according to their own situation during the learning process. Students can learn video content by watching the video of micro class at any time, record the knowledge points and problems in learning process, which fully reflects the students' consciousness of autonomous learning. Teachers also need to make appropriate guidance, provide students with many conditions to create a good learning atmosphere, so that students can naturally enter the autonomous learning state, obtain effective information under the stimulation of micro class video, share the problems encountered in the public platform of education established by teachers, discuss and analyze with classmates and teachers. In this process, students can burst out new ideas and generate new understanding of knowledge, thus can independently complete the knowledge structure and improve the efficiency of autonomous learning.

3.3 Students' Memory

Through the study of educational psychology, it can be found that there will be mutual interference between the knowledge received by students in the class, which is very likely to lead to the forgetting and confusion of knowledge. The information received before and the information received later both form certain interference and affect students' memory. Within a class, the amount of information received by students is often very large, and there are many key and difficult points, so that in a short period of time, it is difficult for students to remember and understand all the information, which affects the absorption efficiency of students' knowledge and the improvement of their learning level. According to the relevant research of psychology, students' recall degree is higher at the beginning and end of a class, so it is also called primacy effect and proximate effect. The micro class video time is short, and it mainly focuses on the key and difficult points of this lesson. Teachers can interpose micro class video into any required link, explain the same knowledge point and deeply dissect, and lead students to excavate the connotation of knowledge, so as to effectively solve the problem of knowledge confusion and forgetting caused by traditional teaching. After class, teachers will also release the micro class video applied in the class to the education public platform to guide the students to watch the video again after class, master the content of this class, check and make up for deficiencies. If facing some weak points, students can ask the teacher again or consult the data, so as to enhance students' memory and help them change from short-term memory to long-term memory.

4. Future Development of Micro Class Based on Educational Psychology

There are many disadvantages in traditional education, such as students' passive position, not valued students' personalized development, limited thinking, resulting in students' low interest in learning and actively participating in all activities in class. Based on the research of educational psychology, it can be found that micro class has enough application advantages, which can change these problems in traditional education, improve students' continuous attention time, enhance students' memory, and help students form good habit of autonomous learning. Therefore, in the future development, the application of micro class will be more and more widely, which can not only change students' learning methods and attitudes, but also can improve students' learning efficiency, improve teachers' comprehensive level and change teachers' traditional education concept.

5. Conclusion

In a word, teachers should analyze the changes made by the application of micro class video to traditional education from the perspective of educational psychology, as well as the improvement of students' abilities in all aspects. In the future application, teachers can choose appropriate micro class video according to the students' development and interests, and insert it into any part in class, so as to improve students' learning efficiency and promote their overall development.

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