

The Current Situation and Promotion Strategies of the Application of Digital Teaching Platforms in Higher Vocational Colleges

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Abstract: With the in-depth advancement of educational reform, classroom teaching in higher vocational colleges should be further optimized. Teachers are expected to proactively adopt new educational philosophies and teaching methods to better stimulate students' interest, enhance their understanding and application of the knowledge they have learned, and improve the effectiveness of talent cultivation. The application of digital teaching platforms can greatly enrich the content of classroom teaching in higher vocational colleges, expand the channels of talent cultivation, and play a significant role in promoting the all-around development of students. In view of this, this paper analyzes the application of digital teaching platforms in higher vocational colleges and puts forward some strategies, which are for reference only by colleagues in the field.

Keywords: Higher vocational colleges; Digital platforms; Application; Strategies

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1. Analysis of the application value of digital teaching platforms in higher vocational colleges

1.1. Conducive to enhancing the appeal of courses

The rational application of digital teaching platforms in classroom teaching of higher vocational colleges can greatly enrich educational resources, which plays a crucial role in improving the effectiveness of future classroom teaching and enhancing the appeal of course knowledge to students. Through the proper use of digital platforms, students' initiative in participating in knowledge exploration and learning can be significantly boosted, which is of great significance for improving the quality of talent cultivation^[1]. With the assistance of digital platforms, the interest of classroom teaching in higher vocational colleges will be further enhanced. This enables students to understand the connotation of the knowledge they have learned more intuitively and in-depth, thereby improving their depth of understanding and learning initiative.

1.2. Conducive to improving the timeliness of teaching

When conducting classroom teaching in higher vocational colleges, teachers should attach importance to the full implementation of teaching content. While students are learning knowledge, teachers should help them develop good comprehensive abilities and literacy, to assist them in achieving the goal of “mastering the objectives of the class and digesting the knowledge in the same class”^[2]. For this purpose, teachers should be good at integrating digital platforms into classroom teaching, to further optimize and expand the teaching content, enhance the interactivity and scientificity of teaching, enable students to conduct in-depth knowledge learning based on digital resources, strengthen the effectiveness of classroom teaching activities, and contribute to the further improvement of classroom teaching quality.

1.3. Conducive to enhancing the flexibility of education

In the traditional classroom teaching of higher vocational colleges, teachers mostly adopt the cramming teaching method. This may make it difficult for some students to understand the knowledge they have learned, and even cause them to have negative psychological responses, such as resistance and disgust, which greatly hinder the improvement of classroom teaching effectiveness. The application of digital platforms in higher vocational classrooms can effectively enhance the interest and flexibility of classroom teaching. Teachers can carry out teaching activities by using media video resources, micro-lecture resources, and other methods, which greatly promotes the improvement of the flexibility of classroom teaching in higher vocational colleges and can better attract students' attention^[3]. By applying digital platforms to the classroom teaching of higher vocational colleges, the existing teaching content, forms and paths can be further optimized and expanded, a better learning platform can be created for students, and the effectiveness of classroom teaching can be improved.

2. Analysis of the current situation of classroom teaching in higher vocational colleges

2.1. Insufficient learning interest

To further improve the effectiveness of classroom teaching in higher vocational colleges, teachers should attach importance to effectively stimulating students' learning interest, which plays a significant role in enhancing the quality of talent cultivation. However, at present, many students have not developed a strong sense of initiative in knowledge learning, which greatly hinders the improvement of their learning efficiency. In classroom teaching, many students are distracted, whisper to each other, and engage in other such behaviors. This not only affects students' learning efficiency but also subtly impacts teachers' teaching mentality^[4]. The reasons for this problem can be analyzed from two aspects: First, students have not clearly recognized the value of learning the course knowledge and lack clear learning goals, which subtly exerts a negative impact on their interest in knowledge learning. Second, insufficient prior knowledge reserve. Some students have inadequate knowledge reserves and learning abilities, which leads to a sense of dread when they learn knowledge. This, in turn, affects the efficiency and quality of their exploration of course knowledge and hinders the development of their learning interest.

2.2. Outdated teaching modes

In the traditional teaching of higher vocational courses, many teachers adopt a cramming-style teaching method. This makes it difficult for them to effectively expand the existing teaching content, thereby hindering students from building a more comprehensive knowledge system and being extremely detrimental to their future development^[5]. In addition, in the traditional classroom teaching of higher vocational colleges, students'

efficiency in learning and understanding knowledge is relatively low, which also subtly affects the efficiency and quality of higher vocational course teaching. For students, a good learning atmosphere is the key to improving learning efficiency. A single and rigid classroom teaching environment will greatly hinder the generation and development of students' learning interest, thus exerting a great hindrance to the subsequent implementation of teaching practice activities.

2.3. Unreasonable course content

Currently, some teachers in higher vocational colleges have not attached importance to students' long-term development when conducting classroom teaching. This leads to deficiencies in their course design, teaching design, and other related activities, thereby exerting a significant negative impact on teaching effectiveness^[6]. At this stage, when implementing classroom teaching in higher vocational colleges, some teachers focus most of their energy on explaining content such as vocabulary and theories, while rarely combining real-life situations to conduct an in-depth analysis of the knowledge being taught. This greatly affects students' efficiency in learning knowledge and hinders their understanding of more in-depth knowledge, and the improvement of their learning efficiency in subsequent studies. In addition, in the traditional classroom teaching of higher vocational colleges, few teachers can reasonably apply digital resources to classroom teaching design, which to a large extent, affects the richness and interest of course teaching and is not conducive to the improvement of students' learning quality.

3. Application strategies of digital teaching platforms in higher vocational colleges

3.1. Skillfully using micro-course resources for the introduction to stimulate students' interest

The rational application of digital platforms in classroom teaching of higher vocational colleges can effectively stimulate students' interest in knowledge learning and lay a solid foundation for the development of subsequent teaching work. For this purpose, teachers should do a good job in pre-class introduction and use digital micro-course platforms to help students better focus their attention on the classroom, thereby significantly improving teaching effectiveness^[7]. In the traditional classroom teaching of higher vocational colleges, few teachers paid attention to this work. They usually asked students to read textbooks by themselves before class to help them gain a certain understanding of the knowledge to be learned, and then started the teaching process. Teaching under this model is not conducive to students focusing their attention on the classroom at the beginning of the course, which greatly affects the improvement of teaching effectiveness. Therefore, teachers should try to introduce digital resources and play some micro-courses for students before class to better arouse their curiosity in exploring knowledge, which can also provide support for the development of subsequent classroom teaching work^[8].

For example, when teaching some key knowledge points, teachers can design a micro-course for students. Through this micro-course, students can understand the key knowledge content from different perspectives and directions, thereby further enriching the teaching content and stimulating their interest in knowledge learning. Using micro-course resources for classroom introduction can better attract students' attention to knowledge learning, enable them to have stronger learning initiative in subsequent studies, and this is of great significance for improving the effectiveness of talent cultivation.

3.2. Introducing media video resources to enrich teaching content

With the deepening of educational reform, the knowledge content in higher vocational teaching materials has

become more diverse and abundant. However, students have limited comprehension abilities, which may lead to difficulties in understanding certain knowledge points. This greatly hinders the improvement of classroom teaching effectiveness. Additionally, due to the limited space of teaching materials, the introduction of some knowledge points is incomplete, which impedes the formation and development of students' comprehensive knowledge systems^[9]. Meanwhile, in traditional classroom teaching, few teachers can reasonably use digital platforms for auxiliary teaching, which adversely affects the enhancement of teaching effectiveness in higher vocational colleges. To address this, teachers can try to rationally apply digital media resources in the classroom teaching of higher vocational colleges. This helps further expand the teaching content, enabling students at different levels to understand the corresponding knowledge. In this way, digital media video resources can play a more significant role in classroom teaching of higher vocational colleges^[10]. By introducing more digital media video resources that meet students' actual learning needs, the teaching content can be effectively expanded, making students' knowledge systems more reasonable and comprehensive. This greatly promotes their subsequent mastery of more in-depth knowledge.

For example, during teaching, teachers can use media videos for auxiliary teaching in combination with digital platforms. Before class, they can search for videos, pictures and other materials related to the teaching content online, integrate them into video resources, and play them for students using media equipment. While playing the videos, teachers can raise questions about these media video resources^[11]. In response to these questions, students should watch the media videos carefully and think. After the video playback, students can discuss based on the digital video resources in class, which helps them develop a deeper understanding of the knowledge they have learned.

3.3. Building a digital self-learning platform to cultivate self-learning habits

To further improve the effectiveness of digital teaching platform applications in higher vocational colleges, teachers should focus on cultivating students' self-learning abilities during the teaching process. By helping students develop self-learning habits, they can participate more proactively and actively in reviewing and previewing knowledge, which greatly promotes the improvement of students' knowledge mastery^[12]. However, in traditional classroom teaching, few students take the initiative to engage in self-learning. The main reason is that they lack a proper self-learning platform. If students encounter problems during self-learning, it is difficult for them to solve these problems quickly. This not only severely hinders the progress of their self-learning activities but also affects their confidence in self-learning, making it difficult for them to develop self-learning habits.

Therefore, teachers can rationally apply digital resources in classroom teaching according to actual situations, and on this basis, build a digital self-learning platform. This allows students to conduct more efficient independent learning with the support of digital resources. When students encounter problems during self-learning, they can use digital resources to conduct in-depth exploration and analysis of the problems. They can also communicate with classmates and teachers via the digital platform. This significantly improves the efficiency of problem-solving, ensures the smooth progress of their self-learning activities, and enhances the classroom teaching effectiveness of higher vocational colleges.

3.4. Organizing digital classroom activities to deepen students' understanding

In the traditional classroom teaching of higher vocational colleges, some students may be distracted, whisper to each other, or engage in other such behaviors. These issues pose significant obstacles to improving teaching

effectiveness. Faced with this situation, teachers should not simply adopt a repressive attitude, as this is of little help in solving the actual problem ^[13]. Instead, teachers can try to rationally apply digital resources in the classroom teaching of higher vocational colleges to better address this problem. Before launching digital classroom activities, teachers should first analyze factors such as students' existing knowledge reserves and cognitive characteristics, and then divide students into different groups. This grouping method can greatly enhance students' practical abilities during the digital classroom activities. After reasonable grouping, teachers can introduce digital resources into the classroom teaching of higher vocational colleges and guide students to carry out corresponding practical activities based on these resources. This approach helps improve students' autonomy and inquiry skills in learning, thereby further developing their comprehension abilities.

For example, during teaching, teachers can introduce certain digital resources into the classroom and then organize students to conduct practical activities. Teachers can use PPT to explain the main content of the textbook, and then divide students into appropriate groups. After grouping, students can choose roles they want to play based on their own understanding of the teaching content and watch relevant media videos. Additionally, teachers can organize students to perform on the podium. Such performances help students gain a deeper understanding of the connotation of the knowledge they have learned. Through such classroom activities, students' enthusiasm for independent learning can be effectively stimulated, encouraging them to more actively engage in exploring knowledge in class. This plays an important role that cannot be ignored in deepening their comprehension abilities and improving their knowledge systems.

3.5. Enrich digital teaching material content and improve the knowledge system

When applying digital platforms to classroom teaching in higher vocational colleges, teachers should attach sufficient importance to teaching materials. High-quality teaching materials can significantly improve the efficiency of teachers' education. To this end, teachers can select appropriate digital resources as supplements based on students' characteristics, integrate them with teaching materials, and create digital teaching materials to deeply combine students' actual learning needs with the content of teaching materials, laying a solid foundation for their long-term development in the future ^[14]. When integrating digital resources into higher vocational teaching materials, teachers should pay attention to the practicality of knowledge and incorporate content that is helpful for students' real-life situations into digital teaching materials, which will greatly promote students' long-term development afterwards. In classroom teaching of higher vocational colleges, teachers can conduct in-depth analysis of digital resources and start from different angles and levels to meet students' diverse learning needs. In addition, considering the rich and varied classroom teaching content in higher vocational colleges, teachers can match digital teaching materials with corresponding videos, pictures, audios and other content, to further improve and optimize the content of teaching materials ^[15]. Furthermore, teachers should attach importance to the work of revising, deleting and updating digital teaching materials to ensure that the content of digital teaching materials is consistent with students' actual learning needs, meets the development requirements of the times, and helps to further improve the quality of classroom teaching in higher vocational colleges.

4. Conclusion

To sum up, if we want to improve the application level of digital teaching platforms in higher vocational colleges, teachers can start from aspects such as skillfully using micro-courses for introduction to stimulate students' interest, introducing media videos to enrich teaching content, building self-study platforms to cultivate students'

self-study habits, organizing information-based classroom activities to deepen students' understanding, and enriching teaching material content to improve the knowledge system. Through these measures, the application quality of digital teaching platforms in higher vocational colleges can be imperceptibly raised to a new level.

Disclosure statement

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