

Analysis of Effective Use of Interactive Video in International Chinese Education

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Abstract: With the passage of time, many colleges and universities around the world have set up online classes and integrated the course teaching assistance system into them. With the innovation of science and technology, the use of interactive video in offline teaching is becoming more and more common. By integrating it into the offline learning education system, students' enthusiasm in class can be significantly improved, and it can also be widely used in international Chinese classes. Therefore, this paper takes international Chinese education as an example. By studying the overall situation of international Chinese classrooms, teachers discuss the operation mode of interactive video in offline teaching, and put forward relevant suggestions, hoping to help international Chinese classroom teachers improve teaching quality and consolidate students' academic performance. By introducing new teaching concepts, teachers' teaching methods can be greatly improved, and at the same time, students' active participation can be promoted, making it easy and practical to conduct a robust assessment of students' learning progress.

Keywords: International Chinese; Interactive video; Instructional

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1. Introduction

With the popularization of the Internet, people can get the latest information through the Internet, which brings a lot of convenience to teachers' teaching activities. However, there are still some problems in the innovative application of Internet technology, such as network delay, interruption, low learning efficiency, and so on. All these have brought great challenges to Internet education, and measures must be taken to strengthen the work in this area to ensure that Internet education can play its role. In recent years, the emergence of interactive video has brought convenience to people. Its content allows people to grasp the latest information anytime and anywhere, optimize their viewing experience, effectively change people's way of thinking, and influence people's daily behavior. To meet the development needs of the new era, interactive video and offline teaching activities should be organically integrated, so that students can get the best visual experience, to improve their learning effect.

2. General situation of international Chinese teaching mode

2.1. Traditional offline teaching methods

International Chinese language education aims to help those who wish to master Chinese as a second language and to cultivate their cultural literacy and professional skills. The audience for Chinese language education is people from all over the world with varying Chinese language abilities. This form of training mainly relies on a social media-oriented format, but it will become more flexible and diversified as the curriculum diversifies and the Chinese proficiency of the audience improves ^[1-2]. The choice of teaching method has a great impact on students' language ability. Some teachers focus on expressive skills, such as oral practice and communication skills, so that students can master Chinese faster. Other activities, such as the functional approach and the task-based approach, focus more on communicative skills. In modern online education, teachers often adopt a variety of strategies, including but not limited to guiding students to participate in games and discussions, sharing knowledge, and improving thinking ability and communication, all of which can help students improve their language skills ^[3-4].

2.2. Online teaching mode in the new media era

Although many online education platforms now offer various forms of courses, such as live, recorded, and broadcast courses, and flipped courses, which enrich students' online learning methods, the significant differences between traditional offline education and online education cannot be ignored. Traditional offline education is faced with a new and unfamiliar virtual environment, which will optimize traditional teaching methods and in turn influence students' behavior ^[5-6]. Therefore, only by strengthening teachers' guidance on teaching content can the best effect of online education be achieved. To improve the efficiency of online learning, teachers should choose the right way according to different types of classes. For example, in language teaching, teachers improve students' grasp of knowledge through a lot of interaction and practice, to achieve the real teaching goal. However, due to the technical limitations of online teaching, the effective communication between teachers and students has been seriously affected, and problems such as network delay and interruption have become more prominent, which greatly reduces students' concentration and participation, which is also a severe challenge faced by online teaching mode.

3. The basic principles of interactive video design

3.1. Interactive principles

One of the differences between interactive video and ordinary video is that it has interactivity. When it is used in teaching, the role relationship between teachers and students in network video teaching can be reconstructed, so that the teacher is no longer the lecturer of knowledge, but the guide in the process of students' independent learning. This is so that students are no longer the audience of the class, but the participants of the course ^[7-8]. Interactive video creates a practical platform for students to operate independently. It not only provides a one-way explanation of theoretical knowledge to students but also provides targeted interactive exercises and tests at key points in teaching. Based on mastering the knowledge, students can also choose and practice the following learning content according to their wishes, which truly enables students to combine theory and practice and complete the internalization of knowledge. The form and function of interactive video to get corresponding teaching feedback after interaction can also make students no longer study alone in front of the electronic screen, but as if they are in the corresponding learning environment, and have effective discussion

and communication with teachers and learning content, so that they can get the motivation and sense of participation in learning ^[9-10]. Therefore, the principle of interaction is the first and must be followed in the design and production of interactive video.

3.2. The principle of fun

As a kind of video course, the presentation form of an interactive video course is more interesting than the traditional oral lecture. Based on the video course, interactive video can not only mobilize the visual and auditory senses of students but also further complete the learning steps through hand operation. At the same time, it gives students a gamified experience that is more interesting than the ordinary video course. Therefore, when designing interactive videos, teachers should grasp the fun principle from the two aspects of video content and interactive form. First of all, in the production of video content, knowledge can be presented in the form of animation and pictures to increase visual richness. At the same time, in terms of hearing, teachers should adjust the tone and intonation according to the needs of teaching, and use some humorous teaching language in the teaching process to make the video class appealing. Then, in the design of interactive forms, the interaction of questioning can be added in the lead-in part before class, so that students can be motivated to learn at the beginning of the course ^[11]. Secondly, in the learning process of knowledge content, some optional options can be added, so that students can control the learning progress independently. Finally, in the practice section after teaching, students can be guided to complete the exercises through various forms of playing games, so that scholars will no longer feel that homework is a burden, and fall in love with the consolidation exercises after class.

4. Development and application of interactive video

4.1. The development of interactive video

With the development of science and technology, interactive video has become a new form of video, which allows users to choose content according to their preferences. The technology can be traced back to 2005, when it was based on traditional video. In recent years, with the increasing number of Internet users and the continuous innovation of new media technologies, interactive video has become the first choice of many people. Many well-known Internet companies at home and abroad have launched such videos, such as iQiyi, Youku, Bilibili, Google, YouTube, and others.

4.2. Application status of interactive video

With the progress of science and technology, interactive video has become an important part of today's network publicity. The emergence of interactive video allows the audience to more easily contact, understand, and participate in various activities, stimulates more creativity, and meets the expectations of publicity, without any negative impact, so that the viewer's visual experience can be greatly improved ^[12]. Through the introduction of interactive video technology, iQiyi's content can achieve a more interesting interpretation. Through users' independent operation, a diversified interpretation of the story can be realized, thus creating a richer movie-watching experience for the audience. However, the interactive videos on iQiyi and Youku currently lack rich content and functions to fully attract the interest of netizens. In contrast, the Bilibili app offers richer content, allowing netizens to explore stories by watching interactive videos and creating unique gaming experiences through this content.

5. Feasibility analysis of interactive video teaching

5.1. The motivation for introducing interactive video into course teaching

By observing several educational software in the current market, it can be seen that interactive video mainly includes three main areas. First, the online education platform in the form of MOOCs, wisdom trees, rain classes, and so on, meets the needs of students of different majors and different levels. Second, it refers to the online education platform with a check-in function, powerful technical support, Tencent conference, Changcourse, and so on, which allows users to acquire knowledge more easily and conveniently using real-time transmission and multi-channel collection ^[13]. The third is online teaching. The goal of online teaching is to teach knowledge through live broadcasting and make it more convenient. Although the current online teaching model has certain advantages, many people cannot interact with teachers or students through online platforms due to the lack of sufficient educational information. Therefore, many online education platforms still need to combine a variety of teaching tools to operate normally.

5.2. The application of interactive video in international Chinese teaching

With the development of science and technology, live online courses are no longer the only choice, but are realized by adding interactive video-recorded courses, thus effectively solving problems such as time difference and network status. In international Chinese teaching, special attention should be paid to the following points.

First, record videos and add interactive points before class. Communicative practice is very important in international Chinese teaching. To achieve this goal more effectively, teachers should prepare teaching videos in advance and add appropriate communication to the videos ^[14]. These elements can include voice conversations, graphic games, and so on. In these ways, teachers can better monitor what students are saying and help them grasp what they are learning more quickly. To better teach Chinese grammar, teachers should add interactive elements so that students can have a dialogue with the teacher directly and experience the real language atmosphere. At the same time, by creating a variety of practical situations, the textbook knowledge is closely combined with real life, breaking the limitations of the virtual classroom, and achieving the real goal of language teaching. Second, the background real-time statistical data. Through the statistics of students' independent choice and the completion of language training, two-way feedback can be achieved, which can help students to self-correct mistakes, but also let teachers know about students' learning situation, to provide more comprehensive and scientific guidance for future teaching.

5.3. Problems existing in the development of interactive video teaching

According to the latest research, although interactive video has practical teaching experience, there are still some people who know nothing about it and cannot fully realize the charm of interactive video applications. To increase the popularity of the field, further publicity campaigns must be carried out to enable more people to have access to this emerging media form ^[15]. With the rapid development of science and technology, there is an increasing emphasis on teachers to master and use the latest Internet technology. Therefore, teachers need to have a good grasp of these new technologies to integrate them into their daily work and make their teaching and tutoring more organized, orderly, and efficient. Although the development of international Chinese language education is subject to many restrictions, the quality of international Chinese language education classrooms has been significantly enhanced due to the improvement of the professional and technical level of teachers and the popularization of the application of online education classrooms. To solve the problems existing in the

teaching process, colleges, and universities should strengthen the supervision of Chinese educators and provide them with special training to help them make better use of online classes and improve the level of international Chinese education. At the same time, to better solve the practical challenges of online classes, colleges, and universities should also guide teachers to adopt more effective methods to improve the effectiveness of online classes.

6. Conclusion

In the era of the “Internet+”, network media develops rapidly. With the continuous development of various technologies, interactive video is gradually widely used and has broad prospects for development. Therefore, the full combination of interactive video and online teaching mode is not only an innovation of interactive video but also a breakthrough in online teaching platforms. From the perspective of international Chinese teaching, interactive video teaching solves the problems existing in online teaching, creates a more real and effective learning scene for teachers and students, and improves students’ learning initiative, enthusiasm, and efficiency.

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