

Research on the Enhancement of Guangxi Traditional High School to Smart Class for Improving Students' Learning Behaviors

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Abstract: The integration of information technology and teaching put forward new demands on the teaching environment of education in Guangxi, which further drove the reform. How to construct the intelligent teaching environment in high school scientifically and reasonably to provide high-quality resources, placed and facilitated for promoting the cultivation of innovative and compound talents? Based on the existing problems of teaching facilities and environment in high school as well as the need for transformation, this paper explored the smart classroom environment influencing Guangxi high school students, integrated precise strategic reference for smart class arrangements, and discovered the advantages of smart class coordination and outlook trends in future of Guangxi high school.

Keywords: Traditional High School ; Smart Class ; Student Learning Behaviour

1. Introduction

Guangxi Smart Education has made significant progress, but the development is still very uneven and insufficient. Compared with the new requirements of building a moderately prosperous society in all respects, the unique needs of national strategic deployment, and the people's new requirements for education, there is still a big gap, and it must be cracked through reform and innovation. It is necessary to consolidate the foundation of compulsory education, accelerate the popularization of higher education, promote the inclusive development of preschool education, vigorously develop characteristic vocational education, promote the construction of "double first-class," and comprehensively improve higher education.

2. Theoretical Basis

Teaching Progress Mode (Meng 2020).^[1]

2.1 Traditional face-to-face teaching

Before the advent of the Internet, the teaching method was mainly based on teacher lectures and students' listening. The primary teaching method was curriculum, and the learning content was based on subject knowledge systems, aiming to help students establish a stable knowledge structure.

2.2 Face-to-face teaching supported by web1.0 technology

Web1.0 was in the early stage of the Internet and characterized by editing. The content of the Internet was provided after editing by website editors.

2.3 Smart teaching mode supported by web3.0 technology

Web3.0 is built based on web2.0. The most significant development is characterized by networking and personalization, providing more artificial intelligence services.

Theory of Wisdom Education (Stemberg 2001)^[2]. Wisdom knowledge is that individuals stimulate the brain excitement center in experiencing existing expertise through practice and experimental activities and obtain creative ability beyond the norm. The essence of wisdom is freedom, and human knowledge can only be expanded in the preparation of understanding nature and understanding society. In addition, the generation of learning also requires the individual's internalization, through assimilation and adaptation, to realize the subject's cognitive model from quantitative change to qualitative change.

Blended Learning Model (Valiathan 2002)^[3]. Blended learning aims to achieve better teaching results, and the key is to integrate the elements involved in teaching and learning. The essence of reorganization to achieve the best results is to study the way of information transmission.

(1)Classroom; (2)Teacher; (3)Technology; (4)Student;

3. Understanding on the Enhancement of Guangxi Traditional High School to Smart Class for Improving Students' Learning Behaviors

(1)Analyze the relevant theories and connotations of the learning behavior of high school students in the smart classroom environment in Guangxi and the main factors that influence students to learn from the smart classes: The characteristics of the learning

behavior of high school students in the smart classroom environment and found out the reasons for the conduct so that the high school students are in a good direction. Learning behavior increased the utilization rate of smart classrooms and made smart classrooms better serve to teach. Promote high school students to join the smart classroom learning environment, increase learners' interest in the smart classroom learning environment, actively participate in the learning process, complete learning goals, and ultimately improve learners' learning efficiency.

(2) Integrate the results to obtain appropriate student behavior and provide a more accurate and precise strategic reference for the smart class arrangements in Guangxi: The introduction of smart classrooms will help reform the classroom teaching methods in schools, promote the deep integration of classroom teaching and informatization, help teachers' professional development, promote students' independent and personalized learning, and stimulate students' interest in participating in the classroom.

(3) Suggest through research and analysis, discover the advantages of smart class coordination and outlook trends for better education development in the future: The "+" in "Internet +" refers to the deep integration of the Internet with other traditional forms of industries, and "Internet + education" refers to the deep integration of the Internet and education. Deep integration refers to the integration of all aspects of the Internet and education. The open thinking of the Internet and new technologies, including big data, transform education. It contains various elements of the education system, such as teachers, students, and courses: impact and upgrade. The role of the Internet promotes changes and improvements in different aspects such as the process of talent training and evaluation mechanisms in the education field so that education can better adapt to the characteristics of the current era, and the meaning and value of people can be fully emphasized and developed.

4. The Conceptual Framework for the Research Study

First The relationship between influencing factors of knowledge absorption, interactive communication, reflective practice, learning attitude and effectiveness, and learning behavior.

second Using correlation analysis testing, all influence factors are correlated with student learning behavior.

5. The Countermeasures on the Enhancement of Guangxi Traditional High School to Smart Class for Improving Students' Learning Behaviors

(1) Carry out information leadership training for the school management team (Chen 2018).^[4] Through online and offline tracking and guidance, support the management team to implement the school's informatization development plan, organize application of teacher information technology training, and effectively improve the management team's ability to lead the school's teachers to use information technology to carry out teaching innovation. (2) Promote teacher research and training around school informatization teaching innovation (Yan and Yang 2021).^[5] According to the implementation path of "national demonstration, provincial and municipal coordination, district and county responsibility, school independence, and full participation," the school is used to declare training topics and training needs. The ability to solve the key and challenging problems of education and teaching, meet the needs of students' individual development, and help the school's teaching innovation. (3) Promote the improvement of teachers' interdisciplinary teaching ability (Teo 2018).^[6] The school composition is an important environmental factor for teachers' job satisfaction and turnover intention. Combined with teachers' knowledge and skills, it shapes the school's academic and social atmosphere. (4) Promote the improvement of teachers' interdisciplinary teaching ability. Creating a group of critical teachers who carry out multidisciplinary teaching based on information technology, promote information education and teaching innovation, and comprehensively improve students' core literacy. (5) Innovative information literacy training resource construction mechanism. Establish a high-quality training resource selection mechanism through resource utilization and user evaluation, and promote the co-construction and sharing of resources.

6. Conclusion

Aiming at the problems of students' lack of independent thinking and low learning enthusiasm, task-driven can awaken students' awareness of autonomous learning, strengthen the guidance of teachers and parents, strengthen students' autonomous learning behavior, and enhance learning autonomy. In response to students' lack of problem awareness and insufficient reflective critical thinking, it needs to strengthen the interaction between teachers and students, cultivate students' understanding of questioning and questioning, strengthen the training of students' thinking, and cultivate students' ability to ask and question, to improve the deep level of learning school information.

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