

Analysis of Multimedia Teaching Reform in Higher Vocational Education

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Abstract: At present, with the development of society and the improvement of education system, higher vocational education is more and more valued. At the same time, higher vocational colleges gradually formed their own characteristics, professional courses gradually standardized, teaching practice more and more widely. However, teaching methods and practices are still lacking, and some teachers still use the traditional teaching mode. This teaching mode not only hinders students' ideological activities, but also increases obstacles to their future employment.

1. Introduction

Compared with traditional teaching, multimedia teaching has incomparable advantages. It can stimulate students' interest in learning, combine students' multiple senses, and give full play to students' enthusiasm and initiative in learning. Treicher, an experimental psychologist, conducted a famous psychological experiment in 1967. He confirmed that 83% of the information obtained by human beings comes from vision, 11% from hearing, and the two together account 94%. Another 3.5% comes from smell, 1.5% from touch and 1% from taste. Multimedia teaching fully confirms this experiment and highlights its advantages. Multimedia teaching realizes the large capacity of classroom teaching and saves time. Elaborately made slide courseware integrating sound, pictures, text and video, including exercises, games and textbook contents, has a large amount of information. A limited class can enable students to learn knowledge, improve learning efficiency and speed up the pace of class. Multimedia teaching connects many aspects of information with textbook learning and arouses students' curiosity and thirst for knowledge. In advance, the multimedia courseware compiles the key points, difficult points, vocabulary, text reading and exercise questions into the courseware, which greatly saves the time of writing on the blackboard and can guide students to do more classroom exercises, carry out classroom dialogues or carry out classroom games and other teaching activities. Make full use of audio and video multimedia technique and network resources, etc., using the computer multimedia teaching software, using English newspapers and magazines, radio and television, libraries and other resources, enrich teaching content and form, improve the classroom teaching effect, create the conditions of the autonomous learning for students, cultivate their ability of using knowledge, improve their comprehensive quality. Any information you need can be basically searched through the multimedia network, which is a very rich and huge resource library.

Modern multimedia teaching technology began in the 1980s, emerged in the 1990s, to the present multimedia teaching technology has been almost universal. However, in the current multimedia teaching work, there are still many problems, which a worth our educators serious research and analysis, hoping to improve the teaching effect of multimedia teaching, better improve the quality of teaching.

2. The Present Situation and Problems of Multimedia Application

2.1 Low Level of Multimedia Application.

The multimedia teaching itself has the rich form and the connotation, may carry each kind of

teaching category. But at present, some teachers in the application of multimedia teaching multimedia technology is not in place, the application level is low, the teaching effect is poor. This is mainly manifested in two aspects of teaching. First of all, the combination of book content and multimedia teaching method is too simple. It is only a mechanical pasting and copying, which ignores the coherence and logicity in the teaching work. It is impossible to deeply show the internal relations of things, losing the characteristics of multimedia teaching. Secondly, some teachers in order to achieve the purpose of multimedia teaching to attract students' attention, courseware is too fancy, so that it is difficult to highlight the key content of the course and the key points of knowledge, so that students are attracted by the content that is overwhelming.

2.2 Over-reliance on Multimedia Teaching.

Teachers, preach and teach also confused! However, some teachers now rely too much on multimedia, only to preach and impart knowledge, but fail to solve their doubts. This is mainly reflected in the fact that some teachers, in order to save trouble, directly put all the content that needs to be told in class into multimedia, ignoring the blackboard, all multimedia as the axis of teaching. In their eyes, blackboard writing is boring, students do not necessarily love to learn, but rich in multimedia content, students must love to see, themselves can save trouble. In fact, they ignore the ultimate goal of teachers: to solve confusion! Therefore, although students attend and learn their courses, they will learn very little due to the lack of teachers' guidance and focused explanation. It has lost the characteristics of consolidation, integrity and standardization of knowledge that teachers can present to students after combing and summarizing knowledge in teaching.

2.3 The Multimedia Teaching Equipment is Old and Backward, and the Failure Happens Frequently.

In some schools, multimedia teaching equipment has been purchased for many years, which is old and backward. When there is no special person to manage and maintain, the equipment often breaks down. In addition, some teachers are not prepared enough on the blackboard to control the classroom situation. In addition, due to the rapid upgrading of software and electronic products, software and hardware compatibility is often poor, resulting in equipment stuck, affecting the quality of teaching.

3. The Significance of Application of Multimedia Technology in Computer Teaching in Higher Vocational Colleges

Information-based teaching has abundant information resources and a large amount of knowledge, which is conducive to the situation construction of classroom teaching and mobilizing students' learning enthusiasm, thus effectively improving the efficiency and quality of teaching.

3.1 Help Improve Classroom Efficiency.

The development of science and technology has promoted the development of multimedia teaching, and the multimedia teaching method has gone through multiple stages .Computer teaching is different from other disciplines, and its theoretical teaching is generally abstract. If teachers only teach on the blackboard without practice, it will not only lower the teaching efficiency, but also affect the teaching effect, which is not conducive to stimulate students' interest in learning. The application of multimedia technology in the computer teaching in higher vocational colleges can well activate the classroom atmosphere and improve the teaching efficiency.

3.2 Help to Improve Teaching Methods.

The biggest characteristic of traditional teaching method is that teachers spoon-feed knowledge to students on the platform, which will seriously affect the learning enthusiasm of students and even easily make students weary of learning, which is not conducive to the cultivation of students' innovative thinking and thus is not conducive to the overall development of students. However, by

applying multimedia technology to computer teaching in higher vocational colleges, teachers can change the passive state of students' learning into an active state, stimulate students' interest in learning, and help cultivate students' independent learning ability.

3.3 Is Conducive to the Enhancement of Teachers?

The Times are developing and the society is progressing. The society is also constantly improving the quality requirements of talents, not only for students, but also for teachers. The application of multimedia technology in the actual teaching process also promotes the teachers to change their teaching methods and teaching ideas to a certain extent. By constantly improving the teachers' computer skills, it also improves the school's faculty strength

4. Improvement Measures to Improve the Application Effect of Multimedia Teaching in Higher Vocational Colleges

4.1 We Should Invest More in and Maintain the Multimedia Teaching Environment in Vocational Colleges.

The development of digital multimedia technology is inseparable from a good multimedia teaching environment. However, many vocational schools do not invest enough in multimedia equipment, and the early procurement and late maintenance are not in place. The aging phenomenon of multimedia equipment is very serious, so that the multimedia equipment cannot be used for a long time.

4.2 We Need the Reasonable Arrangement of Conventional Computer Teaching and Multimedia Teaching.

In the course teaching of vocational colleges, the course frequency of computer teaching and multimedia teaching must be reasonably arranged according to the syllabus and course nature, and the two different teaching methods should be reasonably coordinated to make the course setting of computer education in vocational colleges more reasonable and more effective. The teaching of computer courses needs to be reasonably supplemented with digital multimedia teaching methods. In the process of teaching, the teachers use multimedia courseware to explain and analyze the computer classroom knowledge vividly, and use a variety of teaching methods to help students digest the knowledge points.

4.3 Use Multimedia Teaching to Combine Learning with Practice.

The study of computer courses in vocational colleges and universities should combine theory with practice. The theoretical knowledge of computer courses is very complex and difficult to understand, which requires teachers to use different methods to explain to students, so that students can apply computer theory to computer practice. To explain these complex theories, we must use digital multimedia technology to analyze and explain.

4.4 Teachers in Vocational Colleges and Universities Should Be Trained and Instructed in a Planned Way.

The development of the electronic information age will bring about changes in all aspects of life. As an important force for the popularization and dissemination of higher education, teachers in vocational colleges must actively meet the requirements of the electronic information age for higher education teaching and have the ability to keep pace with The Times. In order to promote the implementation of digital multimedia teaching methods, vocational colleges and universities must train a number of teachers who can master digital multimedia teaching, so as to better arrange multimedia teaching in computer teaching. Vocational colleges and universities must train in-service teachers on digital multimedia teaching methods so that they can master the basic operation and forms of digital multimedia teaching. In addition, vocational colleges and universities should strengthen mutual learning and cooperation with their class brothers and universities. Teachers should be sent to other schools to conduct research and study, and the learning experience

and learning experience should be exchanged among various colleges and universities. So for a long time to proceed, vocational colleges teachers can timely understand and master the latest information in related industry knowledge, understand the development trends of the industry, and update their ideas, keep on learning new teaching methods and teaching strategies, to keep the development direction, will own teaching work closely linked with the means of education technology updates, walk at the forefront of teaching team.

4.5 Actively Cooperate in the Industry and Cultivate Students' Innovation Ability.

Modern teaching attaches more and more importance to students' ability, and only dare to innovate can we walk in the forefront of the industry. The digital multimedia teaching mode is different from the traditional teaching mode in the past. The digital multimedia teaching mode is a teaching mode that attaches importance to project production and overall coordination and cooperation. The current market requires all-around talents, so the multi-media means should be used in vocational college education to fully mobilize students' teamwork ability and innovative spirit. Teachers should feel free to let students give full play to their creativity, cooperate well with all parties, and hand over the early, middle and late stages of each project to students, so that students can learn knowledge in the process of doing the project. Such practical learning experience is far better than that of traditional theoretical classroom learning.

5. Summary

Multimedia technology is a new teaching method. The integration of multimedia technology into higher vocational teaching can not only change the way of learning, improve the quality of teaching, but also stimulate the enthusiasm and enthusiasm of students and enhance their interest in teaching. Therefore, in higher vocational teaching, teachers should constantly learn new multimedia technology, improve their teaching level, enrich teaching resources, and promote students' initiative in learning. The school must improve the network teaching condition unceasingly, provides the convenience for the student teacher, realizes the network teaching, and then realizes the comprehensive promotion of the teaching effect.

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