

Research on the Application of Multimedia Technology in Economic Geography Teaching

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Abstract: The quality of vocational education in a country will determine the potential of the country's economic development to some extent. In the face of the current situation of students who are tired of learning and poor cultural basic knowledge, every teacher is actively exploring solutions. In the teaching of economic geography, the full use of multimedia-assisted teaching methods can arouse students' interest in learning, improve the quality of education and teaching in large-capacity teaching, and at the same time play the special role of geography teachers in patriotic education.

1. Introduction

The so-called classroom teaching is the bilateral interaction between teachers and students, and the close connection between the guidance of teachers and the students' mastery of knowledge. The application of multimedia technology in high school geography classroom teaching not only enables teachers to successfully complete teaching tasks, but also achieves good teaching results. Based on the concept of multimedia technology, this paper will present the application value of multimedia technology in high school geography teaching based on its own experience. I hope that I can give you some help.

2. The Concept of Multimedia Technology

Multimedia technology refers to the comprehensive processing and management of various common media information such as text, data, graphics, pictures, animations and sounds through the media of computers, and then sharing through Internet technology, so that the majority of users can move through the media. A technique in which a sensory and a computer interact with real-time information.

3. The Application Value of Multimedia Technology in High School Economic Geography Teaching

The application of multimedia technology in high school geography teaching can improve the efficiency of classroom teaching. High school geography learning begins on the basis of junior high school geography. It further systematically learns geography knowledge and covers a wider range. It increases the difficulty of learning. In the new era, high school geography teaching combined with modern multimedia technology makes it difficult to express high-school geography, Abstract content that is difficult for students to understand, complex process of change, and subtle structure, through multimedia animation simulation, partial amplification, process demonstration, etc. Reasonable solution has greatly enhanced the classroom atmosphere and helped students to fully grasp the knowledge points, which has a significant effect on improving the effectiveness of the geography classroom. For example, when we study the content of the chapter "Earth Structure of the Earth", we can use multimedia technology to present the earth in front of students and give them a touchable sense of reality. Therefore, high school geography teaching should make full use of multimedia technology teaching methods to improve teaching efficiency and accurately transfer knowledge to students, to a certain extent change the state of passive learning under the traditional teaching mode, improve students' interest in learning, and stimulate students' knowledge. want.

Using multimedia technology to create situations, trigger interest and thinking of students to learn. Interest is the best teacher. Interest can stimulate students' desire for knowledge, and it plays a positive role in student learning. High school students are curious about the ocean of knowledge because they are at the stage of personal exploration. In order to further open their doors to explore the treasure house of knowledge, we can adopt multimedia technology to stimulate their knowledge of knowledge to a certain extent and gradually enhance their self-confidence. Multimedia can create a vivid and interesting teaching situation, which is silent and vocal, and enables students to enter a lively and lively learning atmosphere that attracts students' attention and enhances students' interest in learning. It can be quiet and dynamic, overcoming the shortcomings of students in the traditional teaching of static and rigid texts and blackboards. Teaching knowledge is taught to students through graphic and other means, making it easier for the brain to understand the knowledge. At the same time, using beautiful pictures, beautiful background music and dynamic pictures to stimulate their interest in knowledge, it becomes a pleasure to learn. Mastering knowledge in fun, students are more proactive in participating in teaching activities driven by their interests, and their learning and thinking also enter the best learning state. For example, the impact of rivers and lakes on the human content in teaching content, using multimedia technology to display rivers and lakes pictures and videos, students can have the most intuitive impression of rivers, lakes and rivers. Understanding these natural resources brings us a lot of convenience.

Using multimedia technology in geography teaching to expand classroom capacity can greatly improve teaching efficiency. High school geography covers a wide range of knowledge, and it introduces the cultures of all parts of the world and all ethnic groups, as well as numerous place names and geographical things. Traditional geography teaching is limited by technology. It can only introduce textbook knowledge briefly. With textbooks and atlases, Abstract knowledge points hinder students' learning, which makes students feel tired of geography knowledge. The use of multimedia technology to display videos and images of relevant knowledge points can enhance students' intuitive impressions of relevant customs, places of interest, and make students interested in geography learning, making it easy for students to understand and master the knowledge. For example, when we study the content of the Australian terrain, we can fully apply multimedia to teach, and present the quiet landscape map in front of students through multimedia technology to help students better remember the terrain and related knowledge. Students can make the original boring knowledge into images and videos through images and videos. They can also fully grasp this knowledge, and can also expand the classroom capacity to improve teaching efficiency. Using multimedia-assisted instruction to stimulate students' interest in learning

Interest is a powerful psychological driving force for students to learn. This is the consensus that the current teachers have reached. Once students have a strong interest in learning. Then, he will fully understand the leading factors of the teacher, give full play to his main role, study hard, eliminate difficulties, and gradually form a virtuous circle, and the learning effect can be continuously improved. On the contrary, the main reason for students whose academic performances are vicious and deteriorating is that they have lost interest in learning. The author has served as the secretary of the Youth League Committee and the class teacher for many years, and has been exposed to a large number of so-called "double bad students". The author found that a small number of these students, although the average scores of the subjects are extremely low, are also good in some subjects, even very top-notch. Ask them why they have such a good science. About two-thirds of the students answered "very interested" in this subject; the other one-third of the students gave the answer: because it is very lively and usually cares about us, so I not only like to listen to his or her class, but also feel sorry for this teacher if I don't learn this lesson. Analysis of the discourse of these students is not difficult to conclude that the teacher's exquisite business ability and personality charm can lead to students' interest in learning. To put it bluntly, it is still the word "interest". It can be seen that how to mobilize students' interest and enthusiasm for learning has become a major topic for teachers' teaching and research, and the use of multimedia-assisted teaching methods is a powerful booster for students' interest in learning. In the economic geography class, the use of multimedia-assisted instruction to introduce modern teaching methods into the

classroom is a powerful temptation for students. Multimedia-assisted instruction breaks the traditional geography teaching model. In the past, the traditional teaching mode relied on teachers to simply memorize on the podium. Students passively listened to and took notes below. Teachers also supplemented some geographical maps and simple geographic maps to increase students' perceptual knowledge. Such a form of teaching is relatively simple and boring, and the students who sit behind those geographical maps are basically invisible, so they often fail to attract the attention of the students, thus damaging the students' enthusiasm for learning and making students lose their interest in learning economic geography. The interest in the class did not achieve the effects of the various education required by the class. Multimedia-assisted instruction can help teachers to help teachers make the most of their teaching. The content of "westbound route" is taught by traditional methods and means. Teachers are struggling, students are boring, and white teaching is white. Through multimedia technology, using the characteristics of computer dynamics, simulation, and flicker, using the world map to display the combination of dynamic and static teaching images, creating a realistic teaching environment, showing students the westbound shipping routes. The relevant knowledge of the past wall charts, teachers' blackboards, and unclear words, through the image and vivid multimedia technology, is presented to the students at a glance, fully motivating the students' enthusiasm for learning, stimulating students' desire for knowledge, and driving Students are active in thinking, making students' learning easy and enjoyable. On this basis, students are guided to read the textbooks, using a combination of sensibility and rationality to analyze, compare and judge the increasingly serious phenomenon of land desertification in China, and the reasons for the formation of environmental protection. It is our responsibility to let students be aware that environmental protection is a strong responsibility. The students' emotions are high, the discussion is enthusiastic, the various opinions have been seen, and the classroom atmosphere is active, which truly reflects the students' main status. Some students from the Mainland even did not like to speak in class, and actively asked to speak. Some said that their hometown was deforested due to deforestation, resulting in the loss of water and soil and the disappearance of the river. It is said that some people have built chemical plants, electroplating plants, and paper mills in the upper reaches of their home rivers, causing the clear rivers that can be used to become stinky rivers, forcing families to take their own wells to draw water from the mountains away from the river. Some students have asked me to help them to record these environmentally damaging phenomena, which can help them expose their exposure and serve as teaching cases. The self-education of the students' self-enhancement makes the classroom more active and the teaching effect is more prominent. This kind of teaching effect makes me deeply feel the magical effect of multimedia technology.

4. Using Multimedia Assisted Instruction to Improve Teaching Efficiency

Modern society is an information age. Without information or even insufficient information, nothing will happen. In today's network information dynasty, the majority of young students have long been accustomed to obtaining a variety of information from the Internet. Although the vast majority of them are inevitably blind and biased because of the eclectic mix of information, they are even larger than teachers in terms of access to information. Faced with this situation, if teachers still use the traditional classroom teaching mode of book-telling and lack of information, how can they meet the needs of teaching service objects? This will undoubtedly put forward higher requirements for teachers. Teachers can use multimedia-assisted instruction to greatly increase the amount of classroom information, achieve internal and external communication, extend and broaden knowledge, improve classroom teaching efficiency, and improve students' overall knowledge structure (quality). As advocated by the new curriculum, only the inspiring and vivid hands, movements, and brains in the classroom can make students always in the best learning state of actively exploring knowledge and seeking answers. To this end, teachers should extensively collect and analyze relevant information on the premise of taking this as the basis and taking the outline as the key link, and go to the next step to go to the rough, to falsify the truth, to save the essence, to go to the wild and save the text. In order to support, interpret, enrich, and expand the knowledge of books, and use multimedia teaching methods to display and interpret fresh knowledge in front of

students. In this way, through teacher-student interaction, teaching and learning, and constantly improve the quality of classroom teaching, enhance the quality of students. The application of multimedia-assisted teaching tools will provide more ideas and choices for teaching reform. In this respect, many teachers have already made unremitting explorations and efforts, and accumulated a lot of useful experience. The author also carries out some practices in light of the characteristics of China's economic geography class. For example, when teaching agricultural geography, the author has specially increased the content of genetically modified agriculture, and displayed small data and pictures of genetically modified products through multimedia technology, so that students can understand what is a genetically modified product. For example, when teaching the "silk textile industry", in order to let students understand silkworms and silk, I used multimedia technology to display the entire growth process of silkworms and mulberry gardens, silkworms, and the entire production process of silk. This group of pictures and texts, the presentation of the scenes, attracts students, and each spirit is highly concentrated. Teachers can explain them in time, which can enhance the classroom's ability to gather and persuade. Some students said with excitement that we had raised silkworms when we were young, but we did not know that there were so many mysteries in small silks, and we did not know that the processing technology of silk was so complicated and so difficult. It is not easy for the author to educate the students in a timely manner after listening to them, but as long as they are step by step, everything can be done, just like this spring silkworm just like the silk making. The students nodded after listening to them. The complex humanity is justified in these simple words, which is more time-saving, labor-saving and more effective than the teacher's empty teaching. Without the support of multimedia technology, it is almost impossible to receive such educational and teaching effects. The development of social productive forces has brought about the continuous improvement of the standard of living of the society, but it has also brought about environmental problems that cannot be avoided. Although China has a vast territory, its per capita resources are extremely scarce; the population, resources and economic development in the eastern, central and western regions are extremely unbalanced. Waiting for big contradictions, it is difficult to use traditional teaching methods. In the teaching of these contents, the author uses multimedia technology and uses the comparative method to easily receive better teaching results.

5. Conclusion

In summary, under the current background of deepening education reform, the combination of teaching and multimedia technology is an inevitable trend. Therefore, the full application of multimedia technology in high school geography teaching, the integration of multimedia technology as a tool, means, carrier and high school geography can visualize the Abstract, complex and difficult geographical and geographic phenomena in geography teaching. Greatly improve the teaching effect. At the same time, multimedia technology can create contexts, trigger interest and thinking among students, and expand classroom capacity. Therefore, we must apply multimedia technology scientifically and rationally in geography teaching, give full play to the role of multimedia technology in high school geography teaching, and improve classroom efficiency and teaching effectiveness.

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