Research on the Path Optimization of Ideological and Political Education Based on Computer Multimedia Technology

Hongwei Chen¹*
¹Tianjin Maritime College, Tianjin, China, 300350
*Corresponding author e-mail: chw_666@126.com

Abstract. Multimedia has the characteristics of strong integration, interaction and exploration. By providing students with a creative and comprehensive learning atmosphere to adjust their viewing, listening, reading, writing and behavior, so that they can fully mobilize their senses, stimulate their interest in learning and mobilize their learning in the learning process Enthusiasm, and can use their imagination and creativity in a relatively large space. As a brand-new teaching method, the application of multimedia and network technology to the teaching of ideological and political courses will promote the optimization of teaching effects.

Keywords: Computer Multimedia Technology, Promotion, Ideological and Political, Teaching Effect, Optimization

1. Introduction

Multimedia teaching can enhance information transmission and mobilize students' multiple senses to participate, which plays an important role in developing intelligence, strengthening memory, and improving efficiency. From the perspective of educational psychology, people can memorize 15% of the knowledge gained from hearing, 25% of the visual memory, and 65% of the combined use of both, and the combination of audiovisual and audio can also obtain the best knowledge retention. Teachers use information technology to make the teaching content into courseware and demonstrate it in the classroom, so that students can listen and watch, which is helpful to students' memory and understanding. In addition, demonstrating courseware in the classroom can change the presentation of teaching content, clearly explain the knowledge structure, highlight key and difficult issues, concentrate the essence, reduce time and increase efficiency. Ideological and political education has a very high auxiliary effect on students' moral and character cultivation, and is an important way to train country builders and successors. Therefore, it is imperative to optimize the path of ideological and political education and actively combine the use of computer multimedia technology in teaching. This article first analyzes the advantages of computer multimedia technology in ideological and political education, and then explores the path optimization strategy of ideological and political education based on computer multimedia technology.[1].
2. Advantages of using computer multimedia technology in education

2.1. Making students more interested in learning

Contemporary middle school students are active in thinking, quick in thinking, particularly interested in new things and new ideas, and easy to accept[3]. The teaching of ideological and political courses should conform to the psychological characteristics of students, and the latest materials should be used as much as possible in teaching, so as to stimulate students' interest in learning. Many rich, up-to-date and detailed materials can be obtained through the computer network[3]. Teachers use multimedia teaching methods to make boring content entertaining, abstract content specific, esoteric content shallow, and rigid content visualization, which can effectively stimulate students' interest in learning and curiosity, and mobilize students' initiative and enthusiasm. Using the advantages of the Internet, it can be targeted to supplement some materials about the latest changes in the domestic and international situation when teaching, reduce the time gap between the teaching content and real life, and stimulate students with fresh information. In turn, it stimulates a strong thirst for knowledge and enhances confidence in learning.(see figure 1)

![Figure 1. This is floor plan](image_url)

2.2. To better develop students' various abilities

The fundamental goal of modern education is to develop intelligence and cultivate abilities. The main job of teachers is to motivate students to learn, guide students to actively explore and collect learning information, and turn the lecture-style teaching process to a discussion-style and deductive teaching process. Teachers use multimedia combinations to create problem situations that are conducive to students' active participation in discussion and communication. Under the guidance, inspiration and encouragement of teachers, students can actively explore[4].
2.2.1. For example, when talking about the legitimate rights and interests of consumers, it is not talking as dryly as before. Instead, it carefully screens the relevant cases from the catalogs of the "China Quality Report" and "Today's Statement", etc., and reproduces them in the classroom, allowing students to analyze what rights have been violated from the video footage. Example 1: A customer in a supermarket in Dongguan, Guangdong suffered an illegal body search. Case Two: Inferior milk powder incident in Fuyang, Anhui. Case three, a Beijing hospital sold counterfeit Chinese medicines. As soon as the case came out and the question was raised, the classroom atmosphere immediately became enthusiastic. It seized the favorable opportunity and organized group discussions. Everyone was in high spirits and expressed their opinions. Finally, I put the finishing touches to a summary.

2.2.2. Analysis of pathway enrichment using PEUCGP. Another example is when talking about the most prominent problem in global development, it collected a picture from the Internet called Double Sadness the pictures of the play were displayed in the classroom. On the screen, a little Sudanese girl was dying on the way to the relief station. Her thin body was unable to support her head. And a vulture parked on the side of the road was staring at the little girl, anxiously waiting for the meal that was about to arrive. This moment of tears was captured by an unknown South African journalist Kevin, who won the American Pulitzer Prize for Excellent News Photography. But two months later, Kevin, who was only 33 years old, committed suicide. Because many people condemned him for not lending a helping hand at that time, but people don't know that such tragedies are everywhere in Sudan. After showing this picture, a set of data was immediately shown in the courseware. Developed countries spend 96 billion U.S. dollars on cosmetics every year; each year they dispose of 92 billion U.S. dollars worth of food as rubbish; the pockets of the world's three richest people can hold the gross national product of 35 poor countries. This sharp contrast between the front and the back aroused deep thinking among the students, and then concluded their own conclusions about the imbalance between the North and the South.(see table 1)

| Multimedia teaching for you | Options | No stranger | Stranger |
|---------------------------|---------|-------------|----------|
| percentage                | 95      | 5           |
| views on multimedia teaching | Options | Very satisfied | Satisfied | General | No satisfied |
| percentage                | 8       | 57          | 33       | 2        |
| main receipt in the multimedia classroom is | Options | Learning interest | Dominant position | innovative mind | Learning efficiency |
| percentage                | 98      | 34          | 84       | 77       |
3. Analysis of optimization path of ideological and political education under computer multimedia technology

3.1. Using multimedia teaching methods in ideological and political education to cultivate students' subjective initiative

For a long time, in the teaching of traditional ideological and political courses, due to the limitations of teaching content and teaching methods, the teacher's leadership has completely suppressed the main body of students. Students can only passively participate in this process. It is difficult for students to realize autonomous learning in class. Teachers say, students listen to teachers write, students remember, teachers follow this dogma, students follow this article, this passive acceptance and indoctrination learning used to be the main way for students to learn ideological and political lessons, and its drawbacks have been revealed. Now that we have modern multimedia teaching methods, through reforming and optimizing the ideological and political classroom teaching, we can give full play to students' subjectivity[5].

3.2. Use multimedia teaching methods in ideological and political education to reduce complexity and enhance intuitive teaching

The use of modern multimedia teaching methods can be used to simplify the complex and the abstract into the concrete, and present the various social phenomena, basic facts, anecdotes and examples of the ideological and political courses that can best analyze and solve the teaching key and difficult points. In front of the student, make the student feel like seeing the person, hearing the sound, and being on the scene. Mr. Lu Xun once said: the beauty of the meaning is the heart, the beauty of the sound is the ear, and the beauty of the shape is the eye[6]. Can it just explain the important role of enhancing the intuitiveness of teaching? Students are deeply infected and stimulated by multimedia in their studies, deepening their understanding of the basic theories of textbooks, and mastering relatively abstract content in a relaxed atmosphere. On this basis, students will be organized to discuss with their own reality, so that students can understand and grasp the principles learned more deeply.

4. Conclusion

In summary, the use of multimedia teaching methods will help develop students' intelligence and improve classroom efficiency. The use of information technology focuses on mobilizing students' visual perception, audio-visual use, broadening the information transmission channels, and fully mobilizing students to participate in learning with multiple senses. Scientific research has proved that the ratio of knowledge acquired by people through various senses is: vision 83%, hearing 11%, and other 6%; the combination of audiovisual and audio can obtain almost the best knowledge retention rate. At the same time, after a new ideological and political course is over, when teachers are conducting knowledge summarization and consolidation training, the traditional ideological and political teaching methods are the use of blackboards, workbooks, and printing exercises. This is not only laborious and time-consuming, but also slow in pace, which affects teaching effectiveness. If multimedia teaching methods are used at the right time, the key points, difficulties and the internal connections between knowledge are clearly marked with multimedia blackboards, so that students can understand easily, have clear goals, and master knowledge with focus, which saves time and convenience, effectively reduces the burden on teachers and students, and the training density can be
increased. As long as we use multimedia computers appropriately, classroom teaching will be wonderful, and classroom teaching will be pleasant and large in capacity, so as to achieve the purpose of improving students' comprehensive quality.

References

[1] Xu Baicheng. On the influence and shaping of Weibo on college students' ideological and political education--Based on the perspective of optimizing the path of ideological and political education[J]. Journal of Huaiyin Normal University: Philosophy and Social Sciences Edition, 2014(3):389-391.

[2] Hou Yan, Liu Linlin. The reform of computer multimedia technology professional teaching mode based on the concept of blended learning [J]. Modernization of Education (electronic version), 2016.

[3] Yi Fang. The Key Technology of Developing Interactive Multimedia Teaching Courseware Based on Director[J]. Computer CD Software and Applications, 2010(16):76-77.

[4] Cheng Gaojie. Analysis of the development of ideological and political education in colleges and universities based on the multimedia environment[J]. Youth Science: Second Half Month, 2014, 000(005): P.127-127.

[5] Ren Zhengcheng. Problems and countermeasures in multimedia teaching of ideological and political courses in colleges and universities[J]. Henan Education (High School Edition), 2009.

[6] Liu Lijun. Thoughts on the integration of ideological and political education into the classroom of computer majors[J]. Education Modernization, 2019(73).