Research on Teaching Innovation of Basic Courses of Ideological and Political Education in Universities Integrating Computer Multimedia Technology

Zhiwei Fei¹,²* and Lei Ding¹
¹JiLin Communications Polytechnics, JiLin, China, 130000
*Corresponding author e-mail: jljy@174714.edu.cn

Abstract. With the continuous progress of science and technology, multimedia technology has been applied to various fields, including biology, medicine, education and so on. The integration of multimedia technology provides a new learning environment for students, which not only expands students' cognition, but also enriches their spare time life. Therefore, the integration of computer multimedia technology (hereinafter referred to as CMT), ideological and political (hereinafter referred to as IAP) education in Universities has been a great development. In this paper, a brief overview of multimedia technology as a starting point to explore its design and application in the IAP classroom. Contemporary education practice shows that modern information technology and the teaching of various disciplines show a trend of integration, which also has a significant impact on IAP education in Universities. This paper first analyzes the main enlightenment of integrating CMT. Then, this paper puts forward some suggestions. Finally, this paper constructs the teaching system environment based on CMT.

Keywords: Edge computing, Computer environment, Workflow, Task scheduling

1. Introduction
At present, with the wide application of CMT, universities have invested a lot of manpower, material and financial resources in the construction of multimedia and network teaching of IAP course. However, some universities have not fully played the role of CMT in IAP education, which is the reason why the integration of the two is still lack of in-depth exploration. In this paper, combined with the teaching practice experience of domestic universities to explore the relevant issues, which puts forward a new path to improve the effectiveness of IAP education. At the same time, the latest achievements of modern CMT have been widely used, such as micro class, MOOC, flipped classroom, etc., which has brought a new innovative way of integration. "Micro class" involved in teaching activities has made profound changes in the teaching structure, teaching mode and learning mode of IAP course, which has become an effective way of deep integration of CMT and IAP education and teaching. "MOOC" is the product of the integration of modern CMT and contemporary education and teaching, which puts the student-centered education concept into practice. Through the integration of
CMT, we have a significant impact on the status and role of IAP course teaching, which requires us to provide a new way of thinking and insight perspective.

2. The main enlightenment of the integration of CMT and IAP Education

2.1. The construction goal of teaching media is established
In the process of the integration, we must determine the dialectical thinking of the relationship between scientific and technological progress and social development, which will establish the construction goal of CMT as a new teaching medium. CMT is changing and developing with the progress of science and technology and the evolution of media technology, which is to optimize the process of education and teaching by means of technology. Through CMT, universities can improve the effect, efficiency and efficiency of education and teaching. Modern CMT pursues three goals, which are the focus of the integration of the two. During the implementation of the program, the modern CMT gradually integrated into the field of IAP education in Universities, which has become an important tool and means of classroom teaching. Therefore, the integration of CMT points out the direction of IAP education reform.

2.2. Strengthen the pertinence of teaching integration
In the process of integration, universities must strengthen the pertinence and effectiveness of integration. Universities should improve the teaching ability of IAP course teachers based on the characteristics and laws of CMT. It has been proved that if one technology is not used in the teaching process, it must be better than another. Therefore, there is no technology that can solve all teaching problems. The presentation of technological power is not only related to technology itself, but also to objects and users. Therefore, if teachers have received technical training, CMT can be more effective. According to the characteristics and functions of CMT and the characteristics of students' interest and learning, IAP course teaching can better enhance students' interest in learning, which is the pertinence of teaching integration.

2.3. Promote the pace of IAP education and teaching
In the process of the integration, universities should find the breakthrough of IAP education and teaching reform, which will promote the integration of CMT. CMT is an important teaching means and tools, which is closely related to teaching methods. Therefore, CMT has a significant impact on teaching methods. At present, the classroom teaching of IAP course in Universities mainly adopts the teaching mode of "transfer acceptance", which is an indispensable and important teaching mode of IAP course. Through CMT, teachers can create Cai, MCAI, network multimedia courseware, teaching data database, etc., which greatly enriches the teaching methods of IAP courses, and expands the new field of College Students’ learning methods. CMT innovates teaching methods, which enhances the effectiveness of IAP education.

3. The influence of CMT on IAP Education

3.1. Increasing the students' knowledge
Through the CMT, teachers add a lot of extra-curricular knowledge, which increases the knowledge of students. According to the survey results, the main influence is Expand extracurricular knowledge, accounting for 64.4%. The second is Highlight key points and difficulties, accounting for 53.9%. Details are shown in Figure 1.
3.2. Improve students’ interest

Through CMT, we can improve students' interest, which will improve students' learning efficiency. According to the survey results, the main influence is Enhance the appeal of the course, accounting for 66.3%. The second is Active classroom atmosphere, accounting for 57.8%. Details are shown in Figure 1.

4. Construction of teaching environment under CMT

4.1. Construction of teaching resources and environment

CMT resource environment plays a direct role in supporting cooperative teaching activities, including network teaching support platform, course network teaching resource database, CMT learning tools, etc. Among them, the network teaching support platform consists of a series of functional modules, including excellent course website, teaching system, learning system, question answering system and evaluation system. This paper constructs the teaching environment of CMT, as shown in Figure 3.
4.2. Based on the needs of students and teachers
Universities should focus on the needs of students and teachers, which can divide the design content into different unit execution systems. For example: teachers take students' experience as the information feedback mode of customer terminal, which can manage the content of IAP course. The application of the function is shown in five parts: courseware resource center, IAP lesson preparation center, teaching key management platform, classroom interaction and after-school practice. In the courseware resource center, it is mainly for teachers to transfer the lecture materials accumulated at ordinary times and the IAP data on the network, which can expand the knowledge capacity of students. CMT will collect data on the information platform, which will present the accurate content. As long as students click on the content they want to know, the system will automatically sense, which will jump to the corresponding page \(^7\). Therefore, the content of IAP course should be based on the needs of students and teachers.

4.3. Correctly handle the relationship between IAP teaching content and teaching form
In the making of teaching courseware of IAP course, college teachers must correctly handle the relationship between teaching content and teaching form, which is the main basis of modern teaching media. IAP course in Universities is the abstract, speculative teaching content and intuitive, flexible show, which will improve the IAP theory literacy of college students. Therefore, in the process of making courseware, we must pay attention to the accuracy and refinement of the words. By highlighting the key points and difficulties, we can make and design courseware in strict accordance with the teaching requirements, which will avoid the error of form covering up the content. The introduction of modern teaching media into teaching classroom can realize the optimization of teaching process, which requires teachers to improve from many aspects \(^8\). First, the design of courseware should achieve the unity of teaching content and teaching form. Courseware design should strictly follow the teaching principles and students' cognitive rules. According to the teaching content, course characteristics and students' acceptance ability, the teacher reasonably develops and designs the IAP courseware. Second, the choice of courseware should be unified in content and form. CMT is a kind of auxiliary teaching means, which requires us to actively serve the teaching content.

5. Conclusion
The integration of CMT can avoid the phenomenon of low efficiency. With modern information means, teachers can present the key and difficult points in the IAP course in front of students. This has
added some beneficial elements to the IAP teaching in Universities. In this way, universities stimulate students' interest, which creates favorable conditions for the deepening of teaching technology.

References
[1] Fang Yanrui. Exploration on the integration of information technology and ideological and political education in Colleges and universities [J]. Information recording materials, 2017, 18 (11): 127-128.
[2] Gao Qi. Some important relations in the informatization teaching of Ideological and political theory course [J]. Journal of Ideological and theoretical education, 2018 (02): 112-116.
[3] Li Liang. Analysis of some problems in the teaching integration of information technology and ideological and Political Theory Course [J]. Ideological and theoretical education, 2017 (02): 69-73.
[4] Shen Zhen. Reflections on the integration of Ideological and political theory teaching with new media and new technology [J]. Ideological and theoretical education, 2017 (03): 69-74.
[5] Shen Zhuang. Promoting the high integration of Ideological and political education and information technology [J]. Journal of National Institute of education administration, 2017 (1): 15-21.
[6] Zhang Gangyao. Teaching media: paradigm shift from technical instrumentalism, instrumental realism to embodied theory [J]. China audio visual education, 2017 (04): 17-23.
[7] Tharwat, A., Mahdi, H., Elhoseny, M., Hassanien, A. E., Recognizing human activity in mobile crowdsensing environment using optimized k-NN algorithm, Expert Systems with Applications 107, pp. 32-44, 2018
[8] Nasir N. Hurrah, Shabir A. Parah, Nazir A. Loan, Javaid A. Sheikh, Mohammad Elhoseny, Khan Muhammad, Dual watermarking framework for privacy protection and content authentication of multimedia, Future Generation Computer Systems, Volume 94, May 2019, pp. 654-67.