Research on Practice Teaching Quality Assurance System of Computer Application Specialty in Colleges and Universities Based on Computer Multimedia Technology

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Abstract. With the continuous development of Internet technology, many colleges and universities set up computer application professional practice in order to better implement the talent training plan to improve students' computer practical operation ability and meet the needs of social development. However, from the current situation, there are still many shortcomings in the practical teaching of computer application specialty in colleges and universities in our country. Therefore, this article is mainly based on computer multimedia technology combined with the current routine problems in the teaching practice of computer application in colleges and universities to analyze, and give corresponding countermeasures. We hope that the reading of this article can give some help and enlightenment to related researchers in computer teaching.

Keywords: Colleges and Universities, Computer Application, Practical Teaching, Quality, Multimedia Technology

1. Introduction

Computer has become the necessity of people's daily life and work. Skilled operation of computer and computer software can make people's life more convenient and improve efficiency in work. With the development of science and technology, more and more computer programs and software have been developed. In order to better apply them to real life, we need to learn their principles and skills to improve the practical level of computer application[1]. At present, many colleges and universities have opened computer courses, however, due to the lack of knowledge reserves and weak faculty, the effect of the classroom is not ideal. Therefore, this article carries out discussions on targeted strategies mainly based on the current computer application professional practical teaching problems in order to improve the overall quality of teaching.

2. Problems Existing in Practical Teaching of Computer Application Specialty at Present

2.1. Existential Coping Psychology
When setting up computer courses in many universities, they are often under the construction pressure of their superiors and do not have the corresponding teachers and equipment conditions\cite{2}. In this case, it is often difficult to ensure the teaching quality of computer application professional practice. At the same time, many colleges and universities set the computer course as elective course, so in the actual learning operation process, students often hold the coping psychology to learn. Moreover, for teachers with relatively weak professional ability, they have not fully reflected the value of practical courses of computer application specialty\cite{3}. It is because of the existence of coping psychology that computer courses are virtually non-existent.

2.2. Single Teaching Mode

At present, there is a single teaching mode in computer course teaching. When teachers teach computer courses, some teachers adopt the "free-range" teaching method and let students develop their own learning content. Since there is no examination content and teaching task index, it is difficult for them to manage students in teaching, which makes it difficult to guarantee the teaching quality. From another point of view, teachers simply indoctrinate students with theoretical knowledge, but many computer theories have actually lost touch with reality\cite{4}. In addition to computer maintenance or IT professionals, in the process of practical teaching of computer application major, more emphasis should be placed on the students' hands-on ability. It is difficult to motivate students to learn theoretical knowledge and achieve the teaching objectives set by the curriculum plan.

2.3. Lack of Practical Operation

When setting up practical courses of computer application major, the first premise is that every student should have a computer to carry out practical operation. However, in the actual situation, many colleges and universities are backward in infrastructure configuration, which makes it difficult for students to realize basic practical operation\cite{5}. Secondly, teachers give students less space for practice. In order to complete the curriculum plan, many teachers often teach students through continuous teaching, which
is not only difficult to control students' attention but also affects students' practical operation ability. Moreover, many computer classes have become games for students. The school computer has not installed a variety of practical software in line with the needs of the times while the cultivation of teachers still only stays in the guidance of theoretical knowledge, which does not have practical significance.

3. Countermeasures to Solve the Problems in Computer Course Teaching

3.1. Change the Teaching Conception

With the development and progress of the times, the frequency of computer application in the society is also increasing. Therefore, in order to improve students' computer practical operation ability, we need to constantly strengthen teachers' professional teaching ability and give students more practical space. For example, in the teaching of a certain computer content, the teaching should be divided into chapters. After the teaching of a part of the content, students should practice the homework in class and be given relevant guidance. Under the background of the new curriculum reform, teachers should admit that students are the main body of learning and they have to change teaching concept and give more initiative to students[6]. Only by doing this could it better ensure the quality of practical teaching of computer application major.

3.2. Change Teaching Mode

![Commonly used procedures]

**Figure 2.** Commonly used procedures

Traditional computer teaching always provides students with too much theoretical knowledge, which is
of little significance to their future study, life and work. In practical teaching of computer application specialty, teachers should innovate teaching mode constantly and fully introduce common computer contents into practical teaching. For example, they could use office model that simulated workplace to enable students to operate office software and teach them to use relevant functional formulas to improve office efficiency. In this teaching process, teachers should fully understand what students are interested in about computer knowledge so that students can learn to use, improve their interest in it. For example, many students like to use PS software to modify the picture. Teachers can teach the PS software according to students' interest points to improve the teaching quality.

3.3. Attach Importance to Practical Teaching

As an application-oriented course, practice should be the most important part of the whole course. At present, the computer teaching is putting the cart before the horse. In order to solve the current problems of computer classroom, it is necessary to change the course design and adopt the teaching mode of theory and practice so that students can have more practice time. In this way, students can verify what they have learned from their own hands-on operations, which can not only improve their digestion and understanding of knowledge, but also enhance their hands-on ability and practical operation ability. In the process of practical teaching of computer application major, teachers should give students enough practical operation space, let them find problems and solve problems in the process of practice to improve the ability of computer operation and at the same time to better promote the establishment of practical teaching quality system of computer application major.

4. Conclusion

In a word, the practical course of computer application specialty is a subject that conforms to the trend and is the inevitable result of the high popularization of computer and the rapid development of electronic information technology. Learning and mastering computer operation technology can provide great convenience for people's life and work. According to the current situation, there are still many shortcomings in the practical teaching of computer application major in colleges and universities in China. Therefore, in order to improve the teaching quality, it is necessary to perfect the problems one by one. In this process, the role of teachers can’t be ignored. Through the practice of computer multimedia technology in computer application majors in colleges and universities, teachers should give students more autonomy, let students master useful skills, exercise their hands-on ability, and finally master computer technology and some software operations so that they can better Meet the needs of social development.

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