



Application of Intelligent Image and Multimedia Technology in Ideological and Political Courses of Higher Vocational Colleges

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Abstract. In order to effectively improve the ability of ideological and political teachers in higher vocational colleges to apply multimedia, and improve the quality of ideological and political classroom teaching in higher vocational colleges, this paper mainly aims at giving multimedia to the education of ideological and political theory courses in higher vocational colleges. It shows that it has become a main teaching content of the teaching reform of ideological and political theory courses in higher vocational colleges, and has a positive role in improving the attractiveness, persuasiveness, appeal and effectiveness of ideological and political theory education in higher vocational colleges. In ideological and political theory courses, when using multimedia means, we should focus on mastering accurate guiding ideology, and coordinate the relationship between teaching content structure and teaching material creation, so that multimedia and traditional courses complement each other.

Keywords: higher vocational colleges · ideological and political courses · intelligent image · multimedia technology application

1 Introduction

Since the beginning of the new century, the country has vigorously promoted the informatization of education, accelerated the reform process in the field of basic education in our country, and the degree of informatization in education has been continuously strengthened. In order to cultivate new talents who meet the requirements of the times, and to cultivate students into talents with comprehensive development of morality, intelligence, physique and beauty, education reform is imperative. Advanced computer technology provides a solid scientific and technological guarantee for the reform and plays an irreplaceable role in the process of promoting the modernization of China's education. In the development of education informatization, our government not only formulates various measures and policies to ensure the steady development of China's education, but also pours a large amount of manpower, material resources and financial resources, and gives great support from the material aspect, so as to strive to complete China's education as soon as possible. Informatization and higher education modernization project will make China a global higher education power.

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2 Multimedia Teaching

Due to the development of the wide application of electronic computers, multimedia courses have formed one of the main modes of higher education, which provides a new opportunity for the teaching reform of Chinese higher education. What exactly is a multimedia course? Multimedia course information is a computer application technology that integrates and processes various signals such as language, data, image, animation, music, and video through electronic computers. Multimedia education refers to the fact that in the classroom teaching process, according to the main characteristics of the teaching objectives and educational objects, teachers select and use modern educational media information scientifically and rationally through the design of educational links, and organically combine them with traditional educational technology. In the whole process of joint intervention in education, various media information can be effectively applied to learners, so as to establish a reasonable educational process composition to achieve the best teaching goals. The effective application of multimedia technology to teaching work will lead to the development of new modern teaching.

3 Course Content that Incorporates Ideological and Political Elements

To integrate the teaching reform of curriculum ideology and politics, it is first necessary to adjust the course content, as shown in Table 1. We integrate ideological and political content that embodies elements such as patriotism, socialist core values, and excellent Wenchuangtong culture into the curriculum system.

Table 1. Course Content Incorporating Ideological and Political Elements

Chapter	Course content	Ideological elements
Part 1 Basics of Multimedia Technology	Multimedia Overview	Aesthetic classic
Part 2 Photoshop Image Processing	Comprehensive case	Production of protest posters, national cultural propaganda newspapers, tribute posters to heroes, craftsman spirit
Part 3 Animate animation production	Image drawing and editing	Draw the dynamic surface of Olympic elements
	Interactive animation	Environmental theme animation
Part 4 Audition Audio Production	Audio Effects Processing	Red theme recitation music synthesis
Part 5 Premiere Video Editing	Premiere video special effects processing	Tea Culture Theme Title Video Guozijian Scenic Area Video

4 Advantages of Using Multimedia Teaching in Ideological and Political Theory Courses

Compared with the traditional education method of ideological and political theory courses, the application of multimedia teaching methods has undoubtedly many advantages. Analyzing its advantages, there are roughly the following aspects.

4.1 The Comparison of Convenient, Fast and Efficient

Multimedia and traditional education methods has greatly increased the classroom teaching capacity and further enriched the connotation of classroom ideological and political education. At this stage, the connection between ideological and political education and daily life has become closer and closer. Using The Internet and multimedia have created new educational means for primary and secondary school students to grasp new social dynamics in a timely manner, greatly broadening the horizons of primary and secondary school students, so that primary and secondary school students no longer “keep their ears off the window”, and truly “family affairs, state affairs, world affairs, Pay attention to everything.” The development of multimedia technology is inseparable from the support of the Internet. Ideological and political teachers should actively use Internet resources in the teaching process to supplement students’ extracurricular knowledge and enhance students’ comprehensive quality [1]. The online resources vary from good to bad. Ideological and political teachers should carefully screen and select excellent resources that are active, healthy, and full of educational significance, so as to comprehensively improve students’ ideological and political literacy.

In the process of ideological and political classroom teaching, teachers use multimedia technology to save a lot of blackboard writing time, and can focus more on the analysis of text language and structure, so that students can deepen their understanding in the process of savoring the language and better master it. Heavy difficulty.

In the composition class, ideological and political teachers will use the advantages of the Internet and multimedia to bring students rich composition materials and enrich their material library, so that they can have something to do when they compose, and get rid of the embarrassing state of “a clever woman can’t cook without rice”.

Multimedia technology has greatly increased the capacity of review sessions. Teachers analyze and sort out the teaching content through large-capacity courseware, so that students can recall what they have learned in a short time, which greatly improves the review efficiency. Using multimedia review, teachers’ review efficiency is greatly improved, and more exercises can be taught in a unit of time, and more common problems can be solved, which is conducive to the improvement of students’ ideological and political achievements. It should be noted that the larger the capacity of the courseware, the better. Teachers should grasp the “degree” according to the learning situation, achieve a balance between review efficiency and students’ acceptance level, avoid “cramming duck” teaching, and ensure that the review is carried out. Improve students’ ideological and political achievements.

Multimedia technology expands the content of ideological and political teaching, broadens students' horizons, enriches the connotation and extension of teaching, and greatly promotes the improvement of students' comprehensive quality, so that students can not only absorb nutrition through books. Although multimedia technology has obvious advantages in expanding classroom teaching capacity and enriching classroom teaching, ideological and political teachers should still pay attention to moderate use in the process of using it, fully consider the nature of teaching content and the acceptance ability of students, and should not be arbitrary to avoid negative effects [2].

4.2 The Educational Content of Visual, Intuitive, and Vivid

Ideological and political theory courses contain many concepts, which cannot be expressed clearly or even explained through the analysis of the text. And videos and other resources, using multimedia teaching methods to express, can make some abstract and difficult things intuitive and vivid, thus grabbing the attention of learners and driving students to analyze problems. Especially when faced with some relatively empty truths, if it can be supplemented with empirical materials such as photos and videos, it will often be more convincing and convince the learners [3]. Interactive communication to stimulate learning interest.

Multimedia technology integrates various audio-visual materials such as sound, graphics, animation, video, etc. It has strong artistic expression and interactive capabilities. Compared with traditional teaching methods, it has unique advantages in constructing teaching situations. Ideological and political teachers use multimedia to create classroom situations, which not only enhances learners' sense of substitution and helps them better grasp the connotation of articles, but also innovates the classroom management model and promotes learners to form independent, cooperative and exploratory learning habits.

In reading teaching activities, ideological and political teachers will mobilize students' enthusiasm for reading through the learning environment created by multimedia technology. Therefore, when carrying out ideological and political knowledge courses, teachers should present typical images of ideological and political education activities through multimedia to improve learners' comprehensive understanding of the connotation of ideological and political knowledge.

Interactive communication is also an important feature of teaching methods. Teachers' mutual communication can not only fully mobilize the teacher's social dominant position in classroom activities, but also fully mobilize the social subject role of students in classroom activities, so that the classroom atmosphere can be activated and the quality can be improved [3]. The use of multimedia is to fully mobilize the teacher's autonomy, to make the classroom content more lively, interesting, enlightening, and realistic, which can fundamentally change the traditional monotonous teaching methods of higher vocational colleges, and then stimulate children's reading interest. Interest and fully mobilize their enthusiasm for reading.

4.3 Diversified Three-Dimensional Teaching

The ideological and political education of multimedia technology and application courses takes students as the main body, truly understands and masters students' ideological dynamics, clearly grasps students' interest and mastery of courses, insists on daily communication with teachers, and timely understands students. Learning dynamics.

Teacher-led, to better integrate ideological and political knowledge in teaching, on the one hand, we must understand the professional background and industry background related to the course. We should also pay close attention to the real-time teaching results of other domestic universities; on the other hand, we must understand the contemporary national conditions, stand From a higher perspective, master the professional knowledge related to the course, and use appropriate methods to prompt and guide students to establish a correct world outlook, outlook on life, and values: to strengthen the teacher's style of teaching.

As a teacher, it is necessary to summarize and analyze the problems existing in the integration of ideological and political education into this course, actively explore ways to solve the problems, and make bold innovations in teaching practice, so that the teaching effect will be achieved (Table 2).

Table 2. Diversified and three-dimensional assessment methods

Assessment type	Assessment indicators	Proportion (%)	Illustrate
Course assessment	homework	30	Collect student work through the learning platform. Calculate grade point average
	Exam test	50	Final test scores
	Class quiz	10	Unit test after self-study, calculate average grade
	Platform Learning Situation	10	Video learning situation, communication and interaction situation, sign-in situation, etc.
Practice assessment	Classroom performance	20	Classroom appointments, sign-in, platform anti-debt situation, etc.
	Experimental results	30	Collect students' experimental results through the platform
	Major homework results	50	Complete comprehensive projects such as packaging, advertising design, and creative design

From the perspective of teaching effect, multimedia technology and application is a practical and practical course with strong practicality. “Students of four-dimensional organic integration”:

The purpose is to train students to use multimedia technology, cultivate their creative thinking, and improve their ability to discover and solve problems.

In terms of teaching methods, implement the “morality-based” curriculum idea to cultivate students’ professional quality and design ability; implement online and offline mixed teaching in the “flipped classroom”, making multimedia technology and applied teaching methods From traditional “teaching” to “self-study by students and application practice”; from classroom teaching to in-class integration:

This article takes the case design as the main line, starts from the three levels of “design ideas”, “design goals”, “design effects” and “design steps”, strengthens the analysis of “design ideas”, so that students can master the decomposition and combination of knowledge, so as to improve its computing power;

Reform the course evaluation method, and form a multi-evaluation mode based on daily performance + theoretical examination + computer test + major homework: pay attention to the ability needs of students; In summary, in multimedia technology and application courses, we should actively promote online and offline mixed teaching, integrate ideological and political elements and content into course teaching, and implement diversified teaching methods. Three-dimensional teaching can better improve the quality of course teaching and enhance students’ enthusiasm for learning [4].

5 Several Issues that Should be Paid Attention to When Using Multimedia Teaching in Ideological and Political Theory Courses

5.1 Grasp the Degree of Using Multimedia Teaching

Multimedia technology is being used as a new means of science education technology. It has developed rapidly in recent years. It has increasingly become an indispensable auxiliary means for teachers to teach. Multimedia teaching methods have completely changed the traditional teaching methods, increased the content of classroom teaching, brought a lot of convenience to teachers to show courses, greatly improved teaching efficiency, and reflected the superiority of advanced educational technology in the Internet age. However, as a new educational aid, multimedia technology also has a negative impact that cannot be ignored, that is, Teacher Li cannot use it reasonably in the classroom, which not only fails to achieve good results, but also disrupts classroom order and affects normal teaching. This requires Chinese teachers to take a correct view of multimedia technology, understand the advantages and disadvantages of multimedia technology comprehensively and objectively, make full use of their strengths and avoid their weaknesses in the teaching process, and truly play the role of multimedia.

The use and setting of multimedia teaching materials must be set according to the teaching materials, and the multimedia teaching environment should be set according to the nature of the course and the actual situation of the learners. If teachers use multimedia teaching courseware from beginning to end in classroom teaching, that is, they look at the computer screen and read words, like announcers, teachers will lose their proper

management role in classroom teaching, and make the interaction between teachers and students difficult. The interaction between teachers and students is lost, so it is impossible to realize the teacher's leading role in the classroom and the leading role to the students [5]. Or some teachers rely too much on multimedia teaching courseware, and cannot carry out classroom practice in the event of equipment accidents and teaching interruptions.

5.2 Grasp the Amount of Information in Multimedia Teaching

The quantity of multimedia teaching is large and the pace is fast, but it is only a piece of software after all, so teachers must handle the big data in classroom teaching and break through the key and difficult points. And if the data is too much or excessive, the students will not be able to keep up with the pace of teaching, so that they only receive teaching information passively, without a learning process of reflection. At the same time, too many animations and video files are interspersed in the multimedia teaching videos, and excessive attention is paid to the gorgeous image, which can easily divert the attention of the learners and achieve an unsatisfactory effect. Therefore, we should pay attention to the full integration of media and content in teaching to improve teaching.

5.3 Grasp the Relationship Between the Use of Multimedia Teaching and Traditional Teaching

Rational use of multimedia technology has a significant effect on improving the teaching effect of Chinese classrooms in vocational colleges. However, people should also see the impact of improper use of multimedia technology, because the abuse of multimedia technology will destroy children's initiative in thinking and make them the formation of dependence is not conducive to their long-term success. Teachers should carefully reflect on the duality of multimedia technology to minimize the impact on it [6].

Traditional educational methods have a long history and have been fully functioning in the process of Chinese education in Chinese history. The author thought. It is unwise to put away the traditional classroom teaching methods because of the existence of multimedia methods. In modern Chinese classroom teaching, there are still many traditional classroom teaching methods that still play a very important role, which is very important for training learners to use the basic ability of language means a lot.

Multimedia teaching is a course that adds a special means of multimedia technology to the conventional classroom teaching platform, and it cannot replace any conventional education methods. It is just a powerful teaching method for the teacher in the teaching process, and it cannot replace the teacher's leading role in the classroom process. Especially in ideological and political theory courses, if the teaching method is not combined with practical teaching methods in theory, but only through multimedia video teaching, it is equivalent to letting children watch movies in class. It is also a misunderstanding of teachers using multimedia in teaching.

6 Conclusion

Multimedia technology is the inevitable result of social civilization, the product of computer science and network science and technology, and it plays an increasingly important role in economic and social activities. In the field of education, multimedia has become a brand-new educational auxiliary method, which has greatly changed the traditional conventional teaching methods, stimulated a new classroom atmosphere, and provided a strong material foundation for students to cultivate comprehensive literacy [7]. They use multimedia to realize things other than learning, to experience the richness of life, to broaden their horizons, to understand their concepts, to develop their vision, and to improve their information quality.

The role and promotion effect of multimedia technology on classroom teaching is obvious, so teachers of ideological and political courses in colleges and universities should learn to make and use multimedia teaching software to correctly deal with possible problems in the process of classroom teaching under multimedia, so as to achieve correct and reasonable Make good use of multimedia. The so-called appropriate is the best, and so is multimedia teaching. In this way, you can turn the project you teach into a high-quality project that you really like and use for life.

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