Application Research of Multimedia Technology in the Teaching of Foreign Literature History in Colleges

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Abstract: Under the general trend of globalization, China has further integrated into the world. During this process, China has shown itself to other countries in the world. At the same time, it has constantly absorbed the advantages of other countries and learned from other countries. Conduct research and study. With the continuous development of science and technology in our country, computer information technology, as the cornerstone to promote the development of science and technology, has received more attention from the state. In recent years, the coverage of the popularization of network information technology has continued to increase, and the application of multimedia technology has become more extensive. Among them, the application of multimedia teaching is particularly significant for the quality of school teaching. In the study of the history of foreign literature, colleges and universities have deviated from the study of paper books. Multimedia technology has realized the combination of information technology and course content, which combines pictures, text, videos, and sound into one, forming an audio-visualized foreign literary history description with pictures and texts. Therefore, the explanation is more vivid, easy to understand, and easier for students to understand and accept. This article mainly introduces the conceptual issues of foreign literary history and multimedia application, the current status of foreign literary history in major universities, the positive significance of the application of multimedia technology in the teaching of foreign literary history in universities, and the specifics of multimedia technology in the teaching of foreign literary history in universities.

Keywords: Multimedia; University; Foreign Literature; Teaching

History of Foreign Literature is a basic course in the Chinese Department of colleges and universities that mainly introduces the main development of foreign literature, including various stages of development of foreign literature, and analyzes the main authors and their classic works, which are interspersed with descriptions of foreign history and culture. Studying the history of foreign literature is conducive to cultivating the cultural literacy of college students and its high professional quality. Chinese universities have made some achievements in the development of foreign literary history, but there are still many shortcomings. The unchangeable teaching model makes students’ learning enthusiasm and teaching quality insufficient, which is contrary to the original intention of the course.

With the continuous and in-depth development of the reform of the education system, multimedia course teaching stands out with its unique advantages, and is well received by teachers and students in colleges and universities. The advantages of multimedia course teaching are as follows: First, it has changed the traditional teaching mode in the past, that is, the blackboard and chalk teaching. There is an electronic LCD screen with clear writing and neat and reasonable layout that every student can see the text clearly, which realize the healthy teaching without dust. Second, teaching materials and courseware resources are easier to share and modify, which can greatly reduce teacher preparation time and improve teaching efficiency. Third, with the

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rich audio and video resources, the teaching process is more vivid, so that students can understand the knowledge more easily, and reach a higher learning efficiency.

1. The status quo and deficiencies of the teaching of foreign literature history in major universities

1.1 The school teaching model is outdated

As mentioned briefly above, the traditional teaching is mainly guided by teachers. Teachers have the authority to teach, ignoring the dominant position of students. Some teachers only follow the syllabus to complete the class rigidly, which lacks analysis and creativity. In addition, some teachers in colleges and universities teach their own lessons, pay only attention to specific knowledge points, lacking interaction with students in the classroom. They focus on teaching materials and ignoring the cultivation of students’ humanities. As a result, the teaching process is dull and boring, the enthusiasm of the students is hit, the learning is boring, and the quality of teaching is seriously reduced.

1.2 Problems of college students themselves

Affected by the education system of our country, the vast majority of college students learn from the beginning in a "cramming" manner. Therefore, these situations have led to a series of problems with small reading and lack of exploration spirit. These problems are very obvious when they study the history of foreign literature. Moreover, due to psychological barriers, many students are reluctant in the study of foreign literature, lack of interest in learning, which results in inefficient learning.

2. The positive significance of the application of multimedia technology in the teaching of foreign language and literature history in colleges and universities

Facing the difficulties of colleges and universities to carry out the teaching of foreign literature history, reform of the education system is imminent. First, the school should educate students on ideological education, cultivate their positive learning attitude, clarify their learning goals, correct their learning attitudes, and form good learning habits. Second, strengthen the reform of the teaching model of foreign literary history and enhance the entertainment of classes, increase students’ interest in the history of foreign literature, change the single boring learning model, and improve the quality of learning. Among them, the application of multimedia technology is the most important.

1) In the teaching process, teachers must change their ideology and concepts and break the traditional indoctrination teaching mode and actively learn multimedia technology to improve their professional qualities. According to the syllabus, a set of multimedia learning courseware should be developed, and interesting video texts should be selected and explain to students. Teachers should try not to read the content exactly according to the courseware. And, when explaining, try to be as vivid as possible with emotions. In this way, it is conducive to improving students’ enthusiasm for learning and interest in the history of foreign literature.

2) Multimedia technology refers to the technology of storing and managing various information such as language, data, audio, video, and so on through the computer so that users can communicate with the computer in real time through a variety of senses. The content displayed and carried by multimedia technology is actually the product of computer technology. Multimedia courseware teaching can integrate data such as pictures, texts, and sounds, and can make abstract and boring concepts concrete and vivid. Therefore, the introduction of multimedia technology in teaching will greatly activate the classroom atmosphere, increase students’ enthusiasm for learning, and improve teaching effectiveness, which is conducive to the development of college teaching.

3. The specific application of multimedia technology in the teaching of foreign literary history in colleges and universities

3.1 Referring relevant video and image materials to improve classroom teaching quality

A series of foreign literary works have been discussed in the history of foreign literature, many of which have been restored into film and television works. Therefore, in the teaching practice of the history of foreign literature, university teachers can collect and cite relevant video and picture materials for the production of courseware. In the process of appreciating these video materials, students can intuitively have a deeper and more comprehensive understanding of the original works and authors,
which can effectively improve the effectiveness of teaching activities.

3.2 Learn historical background while drawing on artistic achievements

The history of foreign literature expands and deepens the teaching of the history of foreign literature through introducing the main development of foreign literature, including dramas, fine arts, etc., and outlines a brief history of Western culture when telling the history of foreign literature. When making multimedia courseware, teachers can refer to relevant materials on the Internet to restore the historical background of the work in detail and accurately. For example, when it comes to Aesop’s Fables. First, at the beginning of the courseware, the teacher can briefly tell the fable of Farmer and Snake in graphic form, then introduce the author, Aesop. On the courseware is a picture of Aesop, explaining that the author’s work mainly reflects the lower-level civilians and salves’ ideological feelings and philosophical views, the works are short, sophisticated, and thought-provoking. Finally, the transition to the social system at that time—the formation of slavery society. This display of multimedia courseware has enriched students’ horizons and expanded their knowledge. At the same time, they also have a broader understanding of the historical background and social system of literary works.

3.3 Use the Internet to establish a cloud data exchange platform

Due to the needs of social development, the reform of my country’s education system is continuously deepened, and the application of multimedia technology in college education is in line with the needs of education system reform. The comprehensive development of computer information makes the teaching of the history of foreign literature in colleges more convenient and flexible. The strengthening of network coverage means that learning places and learning time are no longer restricted, that students can learn anytime anywhere. After completing the classroom learning tasks, students can learn and discuss problems with each other through the QQ group, WeChat group and other network platforms established by the teacher. At the same time, the network is now more and more diverse. In addition to acquiring learning knowledge in multimedia courseware produced by teachers, students can also learn with short videos, forums and other network means. In addition, the school can also set up special classes to allow students to make and explain multimedia individually or in groups, and then let students evaluate themselves. This can enhance students’ participation, increase their enthusiasm for learning, and strengthen their proficiency in the use of multimedia technology to pave the way for future work and study.

4. Conclusion

The application of multimedia technology in foreign literature in colleges and universities is a transformation of the traditional teaching model, that provides new forms and options for teaching, adapts to the needs of current social development, adapts to the needs of the reform of the educational system required by the state, and is more in line with the needs of students for new technologies to learn new knowledge. The comprehensive application of multimedia technology is conducive to teaching staff to learn new technologies, adapt to the new situation, and improve their professional qualities. For students, multimedia technology can expand their knowledge, through multimedia, they can understand the foreign literature more intuitively and vividly. At the same time, they can improve their literary comprehensively and become the talents needed by society.

References