Innovation and Analysis of Teaching Mode in Universities under Ethnic Minority Areas in the Environment of "Internet ＋"——Taking "Multimedia Courseware Making" of Tibetan Chinese Bilingual College as an Example

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Abstract：In the information age, the rapid development and wide use of mobile Internet not only has a significant impact on all fields of people's daily life, but also brings more convenience to the teaching of colleges and universities. Under the background of the "Internet ＋" era, colleges and universities in ethnic minority areas should make full use of the convenience of the Internet, change the traditional education and teaching mode, and actively use the Internet to build a new education platform, in order to improve the teaching mode, constantly strengthen the construction of teachers, and create a curriculum mode of high-quality courses, as well as effectively improve the learning motivation of students.

Keywords：Internet ＋ ; Ethnic Areas; Colleges and Universities; Teaching Mode; Multimedia Courseware Making

1. Introduction

The essence of "Internet ＋" is to continuously promote the rapid development and progress of traditional industries, and its rapid development will surely impact the traditional mode. ABA Normal University is located in ethnic areas with high altitude, and the application of Internet information technology is not particularly extensive. Based on the teaching of Multimedia Courseware Making in Tibetan Chinese Bilingual College, this paper analyzes the current situation of the course of Multimedia Courseware Making in Tibetan Chinese Bilingual College, and points out that universities should combine "Internet ＋'' teaching with teaching, and constantly reform teaching mode, so as to innovate evaluation methods, enhance the construction of teaching staff, and continuously improve the efficiency and quality of education.

2. The positive influence of Internet on the teaching of colleges and universities in ethnic minority areas

The traditional teaching mode is usually carried out in the classroom. The place and time of class are fixed. Usually, teachers use fixed teaching materials to teach students. With the continuous development of Internet information technology, the application of Internet technology to education and teaching can effectively improve the fixed mode of traditional teaching, improve the teaching environment and teaching methods, and promote the organic combination and development of information technology and traditional teaching.

2.1 Effectively changing the traditional teaching environment

The application of Internet information technology is especially obvious in the improvement of teaching environment. Students'

learning environment has become more diverse, not only learning in the classroom, but also learning on the Internet cloud platform. With the arrival of COVID-19, this cloud classroom is widely used, and students can learn the corresponding cultural knowledge through Tencent conference, Dingtalk or the system or platform independently developed by colleges and universities. In addition, educational resources are becoming more and more diversified, and the high-quality courses of various colleges and universities can be shared by students of multiple universities.

2.2 Effectively innovating the traditional teaching mode

The application of Internet information technology has also continuously innovated the traditional teaching methods, presented diversified teaching forms, such as MOOC, flipped class and so on, and formed a new teaching mode with open characteristics. They break through the boundaries of traditional education, establish a new relationship between teachers and students, which can communicate and interact with teachers anytime, anywhere. Teachers pay attention to the overall control of teaching, explain the key points and difficulties of knowledge in detail, and guide the whole classroom. Teachers are gradually changing from traditional classroom teaching to the guidance of teaching process and teaching methods. Students and teachers can not only be learners of knowledge, but also participants and multipliers of knowledge. Students can make full use of and arrange learning time, and teachers also have more time and opportunities to give individual guidance to students, so as to make education and teaching more targeted and improve the effectiveness and quality of education.

3. Current situation of multimedia courseware making course

Multimedia course is one of the major courses in colleges and universities. Its teaching contents mainly include PowerPoint software application, production of two-dimensional animation, web page production, use of basic office software, etc., the traditional multimedia course is mainly divided into the following aspects:

3.1 Explanation of basic theoretical knowledge

In terms of theoretical explanation, teachers usually use multimedia courseware or the mode of writing on the blackboard to teach students basic knowledge. The process of this theory teaching mode is relatively boring, and there is no way to fully show some important and difficult contents, which makes students feel very difficult and inefficient in the process of learning.

3.2 Corresponding production software learning

After learning the basic theoretical knowledge, the teacher will introduce some basic multimedia production software to students, so that students can understand some basic operation methods and make relevant courseware required by the course content. In this process, the main way is that the teacher carries out specific operations on the shared screen, and teaches them to the students step by step. The students imitate and simulate the teacher's operation process again.

3.3 Comments on students' works

In the traditional course, comments on students' works are mostly teacher centered. Teachers comment on students' works one by one, and analyze common teaching design and production errors, in order to standardize students' operation skills and make up for their learning deficiencies. Through the teacher's comments, students can master the production of basic multimedia courseware design. The process of this comment is unilateral, and the professional quality of teachers plays a decisive role. Due to the limitation of students' personal subjective initiative, there are often similar phenomena in the modified multimedia courseware, which is lack of innovative value and significance. At the same time, the education time in the classroom is limited. When teachers comment, it is difficult to take into account the work of each student. They can only choose some common mistakes to explain, and the personal guidance for students is not enough.

4. The path of innovation of teaching mode of "Multimedia Courseware Making" in ethnic universities under the background of "Internet ＋"

4.1 Innovating teaching mode to diversify multimedia courseware making

Under the background of "Internet ＋ " education, there are differences between traditional teaching mode and modern mode in colleges and universities. Under the impetus of Internet information technology, the existing teaching mode pays more attention to communication and interaction between students and teachers in classroom, which is different from the one way teaching of traditional mode. Under the Internet mode, teachers can make full use of modern information technology to meet students' learning needs, improve the traditional teaching mode, and provide a variety of learning methods. Teachers can use experiential teaching, collaborative teaching and mixed teaching to effectively improve students' learning enthusiasm and classroom effect.

4.2 Innovating the curriculum evaluation system of multimedia courseware making

The basic purpose of curriculum evaluation is to guide students' learning. The traditional evaluation method is formulated according to the curriculum outline. Most of them use the curriculum evaluation method of "homework + examination" to evaluate the final effect of students' learning. With the continuous advancement of Internet information technology, colleges and universities can improve the original model and form a complete curriculum evaluation system with the help of Internet tools. Colleges and universities can use the form of electronic archives to comprehensively evaluate students. This way can comprehensively evaluate the quantity and quality of course assignments, reduce the weight proportion of final examination scores, and join the process of mutual evaluation between students and teachers. It is mainly strengthened from three aspects: First, teachers should convey the basic principles of curriculum evaluation to students at the first time, and share the score evaluation system in the process of curriculum teaching with students, so that students can understand the basic score composition and how to meet the requirements and standards of the curriculum. Secondly, teachers should show excellent student cases. Students can use these cases as the standard of course learning, and conduct self-evaluation and mutual evaluation. Third, in the process of students' mutual evaluation, teachers should ask each student show their homework, briefly show their production ideas and main ideas, in order to let the students participating in the evaluation score, and finally take the average score into the total score. The electronic portfolio of students' scores can form a database of students' interactive learning platform, which can record students' learning process in detail. Through electronic files, teachers can clearly understand students' mastery of specific knowledge points and the overall progress of learning. Evaluation is not only for evaluation, but also to promote the all-round development of students and improve students' innovative thinking ability.

4.3 Continuously improving the professional skills of professional teachers

The development of "Internet + " education has put forward higher requirements on teachers' professional level. Because many teachers do not have enough knowledge in knowledge sharing and information sharing, they must improve their professional skills and continuously develop their lifelong learning consciousness. Only by constantly learning and updating their own knowledge construction can we meet the demand for talents with the rapid development of information technology. The impact of the Internet on education requires teachers to have a comprehensive and rich knowledge system. Only by understanding the cutting-edge contents of the discipline, including advanced teaching methods and teaching ideas, can they understand the whole teaching process from a macro perspective; In modern society, with the development of culture and education and the requirements of colleges and universities for the cultivation of high-quality comprehensive talents, teachers are required to understand the basic knowledge of multiple disciplines, so that all courses can be integrated. Teachers are the basis and key of educating people in colleges and universities. In order to improve teachers' professional quality and skills and increase the influence of the school, teachers need to continue to learn and improve, so as to assist in theoretical education and scientific research.

5. Conclusion

In the new era, multimedia courseware making is a highly professional course. In order to meet the needs of higher social development and cultivate practical talents, college teachers should actively change traditional ideas, give full play to the advantages of Internet technology, and innovate teaching methods, in order to realize the construction and sharing of curriculum resources, objectively evaluate the learning effect from the perspective of development, and mprove the understanding and satisfaction of course learning. Taking professional application as the starting point, we should effectively improve students' ability to learn multimedia, and lay a solid foundation for information technology teaching in the future.

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