

Retraction

Retracted: The Application of Multimedia Information Technology in the Moral Education Teaching System of Colleges and Universities

Wireless Communications and Mobile Computing

Received 26 September 2023; Accepted 26 September 2023; Published 27 September 2023

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

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- [1] W. Yu, "The Application of Multimedia Information Technology in the Moral Education Teaching System of Colleges and Universities," *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 5309632, 8 pages, 2022.

Research Article

The Application of Multimedia Information Technology in the Moral Education Teaching System of Colleges and Universities

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Received 11 May 2022; Revised 22 June 2022; Accepted 6 July 2022; Published 27 July 2022

Academic Editor: Liqin Shi

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The rapid development of multimedia technology provides technical support for higher education and makes higher education move towards automation and informatization. Multimedia technology has been widely used in the teaching of colleges and universities in China, and the traditional teaching mode will be gradually replaced. Multimedia education is the product of the combination of multimedia technology and modern educational technology. It can create a broader space for the future of education and help education achieve diversified development. This technology can not only improve the teaching efficiency but also further complete the comprehensive training of students' quality. The popularization of multimedia information technology in the classroom is also a main direction of today's education reform. The application of multimedia technology in moral education teaching system is highly valued by teachers. Students have a strong autonomy to understand and accept the network education mode. Therefore, network multimedia information technology can be widely used. In particular, for moral education, network education is more feasible and scientific. It can widely cover every student through the construction of network platform and integrate moral education teaching into campus culture for gradual development. This paper discusses multimedia information technology. This paper discusses the design of moral education teaching system under the environment of multimedia information technology, including the design of various functions, in order to improve the integrity of moral education teaching in colleges and universities.

1. Introduction

As the main channel of ideological education in domestic colleges and universities, moral education not only plays an important role in leading students to establish correct values but also helps students to be able to face the difficulties arising from their future development with a more correct and healthy world view [1]. With the support of modern technology, moral education has undergone radical changes, the teaching mode has been transformed, and the teaching concept has gradually changed [2]. In order to be able to maximize the effect of moral education, make students' ideological and moral cultivation significantly improved, and fully reflect the value of college education in the development of talents, colleges and universities should take advantage of the teaching advantages of advanced technology to help promote the moral education of students [3].

In terms of specific teaching practice, most of the contents and objectives set by teachers in classroom teaching are to speed up the teaching process, and it is difficult to cover all students in the classroom [4]. In this case, it is difficult for students who do not interact with teachers to effectively integrate into the classroom atmosphere. At the same time, this teaching mode is difficult to be effective for students who are at the upper middle level of learning and have a high level of subject knowledge application [5]. In addition, in the ideological and political classroom in colleges and universities, teachers are leaders, and students passively accept knowledge, showing a strong one-way. Students are in a passive state in the learning process and rarely take the initiative to ask questions in the classroom [6]. This too teacher led teaching method runs counter to the student led teaching concept, and it is difficult to improve students' initiative in the process of classroom learning. Students cannot really participate in the teaching process, which leads to

their inability to establish a correct awareness of active learning and independent thinking and has a negative impact on their future development [7].

In the context of exam-oriented education, in the process of promoting the teaching of ideological and political courses in colleges and universities, teachers often adopt the indoctrination teaching method, and students are very passive to accept new knowledge when teaching through reading the text in the ideological and political class [8]. This cannot create a lively classroom atmosphere; students will lose interest in learning this ideological and political course. In addition, some contents of ideological and political courses in colleges and universities are logical and theoretical, and students will find it difficult to learn. Only a few students with good self-awareness can keep up with the pace of the teacher and memorize mechanically. However, there are few such students, and most of them are still finding it difficult to concentrate, leading to boredom. It can be seen that the traditional teaching mode still has drawbacks, requiring teachers to innovate teaching mode, adopt new teaching methods, select the content close to students' actual life according to the actual teaching content, and create teaching situations so that students have a familiar sense of knowledge in learning [9]. Only in this way can students have the idea of active learning, so as to improve teaching efficiency.

People are receiving a lot of information anytime, anywhere. The development of information technology has also brought about great changes in human lifestyle and learning style [10]. The emergence of multimedia education technology has really promoted the reform and development of higher education. The arrival of the information age makes multimedia teaching the objective material basis of classroom teaching, and the compatibility of information technology provides a large number of moral education teaching resources [11]. The abundant teaching materials make the moral education courses in colleges and universities closer to the actual life. The ideological and moral education is carried out through the actual cases in life so that students have the ability to correctly handle various events. The application of this technology not only brings impact to the traditional teaching mode but also brings certain advantages to the development of university teaching [12]. Therefore, it is necessary to explore the application of multimedia information technology in college moral education teaching system in order to make better use of this technology to promote the improvement of college teaching.

Multimedia technology has brought great convenience to school teaching, which can improve teachers' teaching quality and stimulate students' learning motivation [13]. However, its shortcomings are also emerging. The imbalance between the investment and benefit of multimedia leads teachers to break away from the positive attitude of using multimedia technology. Many researchers have considered the effect of multimedia technology application and explored the real effect of multimedia technology [14]. The following is a comprehensive analysis of the application of multimedia educational technology in colleges and universities.

For the use of multimedia teaching methods, different schools have different characteristics, but there are also some common factors [15]. In view of the current situation of the application of multimedia technology in colleges and universities in China, the following points are summarized. First, establish infrastructure. Higher vocational colleges first establish computer networks on campus. Such infrastructure is conducive to the establishment of multimedia teaching network system, paving the way for the establishment of school LAN in the future [16]. Higher vocational colleges generally set up multimedia teaching pilot in the campus, considering the overall development of the school, and gradually promote it according to the pilot situation. At the same time, the university will train computer-related professionals according to the needs of market development and the current technical level, which is conducive to improving the use of multimedia technology in colleges and universities. Secondly, establish a multimedia classroom, which can directly use multimedia technology for teaching activities and can use computers to search information at any time, so as to better assist them in teaching [17].

In the past ideological and political education, classroom was almost the only way and place of teaching, but under the influence of network technology, moral education knowledge becomes a part of campus culture, and students can receive moral education knowledge at any time, and while learning moral education knowledge, they can realize online interaction with teachers, which helps students build positive cognitive thinking and establish socialist core values in a subtle way [18]. In order to maximize the positive value of the network platform in moral education, it is necessary not only to improve the network multimedia information technology but also to optimize and integrate the network teaching content, realize the network interaction with students, understand the students' learning process and thinking situation in time, and help students gradually realize self-improvement and self-growth [19]. This paper mainly analyzes how multimedia information technology affects moral education teaching in colleges and universities and provides several suggestions on how to make use of the strengths and avoid the weaknesses to give full play to the value of multimedia information technology in moral education.

2. The Significance of Constructing Moral Education Teaching System in Colleges and Universities

2.1. Multimedia Information Technology. The emergence of multimedia information technology is to use information technology to provide assistance for the development of teaching. Computer-based multimedia information technology has the characteristics of vividness, image, and intuition and has good interactivity, which can better solve the problem of increasing and updating course contents. As a form of multimedia-assisted teaching, multimedia education technology belongs to the category of modern education technology. Specifically, it is the use of multimedia computer

processing capabilities for the processing of media materials such as sound, text, and images involved in teaching. And according to certain teaching objectives and presentation forms, it can realize the organization of various materials, so as to complete the corresponding teaching objectives. Therefore, the application of multimedia education technology has led to changes in traditional teaching methods and means. By adopting this technology, the effectiveness of teaching can be enhanced by vivid and imaginative teaching forms, and students' enthusiasm for learning can be stimulated.

Multimedia teaching mainly includes the combination of video, audio, picture, text, animation, and other forms of media. Its various and multidimensional teaching modes have enriched and improved the teaching contents, teaching styles, and teaching methods of moral education teaching in colleges and universities. Teachers fully exploit the material of teaching materials and enrich the classroom content when they carry out multimedia teaching.

2.2. Application of Multimedia Information Technology

2.2.1. The Development of Networked Teaching. In the educational work of colleges and universities, multimedia educational technology was initially used for the collection and processing of teaching information. Using the communication function of multimedia, colleges and universities can establish a system containing educational information from all over the world and use the system for classroom teaching. Higher education teachers can use the system to search information through the website. After creating and processing information, knowledge and information can be spread to students. Therefore, the use of multimedia education technology can improve the flexibility of college teaching.

Therefore, the use of multimedia education technology can help learners understand objective things from multiple perspectives and channels. At the same time, using multimedia education technology for network learning can also shorten the distance between teachers and students so that teachers can better help students learn and understand knowledge and then effectively improve the efficiency of classroom teaching. In addition, using multimedia education technology to carry out network teaching can change the teaching organization form of a single course in the past and build a teaching organization form integrating network communication, classroom learning, and writing learning.

2.2.2. The Development of Efficient Teaching. By using multimedia production technology, teachers can finish processing various teaching contents such as text, sound, image, and animation and can make a reasonable choice of teaching materials by summarizing their own experience. Based on this, students will be more interested in the teaching contents and the efficiency of classroom teaching will be improved effectively. At the same time, by creating multimedia courseware, teachers can make comprehensive use of teaching methods and complete the effective integration of teaching contents.

2.2.3. Development of Comprehensive Teaching. On the one hand, using multimedia to display various teaching resources can help students learn much difficult knowledge in textbooks. On the other hand, with the help of multimedia education technology, teachers are no longer limited by the limited teaching resources. This is because teachers can use multimedia tools to show students chemical experiments, physical experiments, and mathematical experiments so that students can better learn the content. For example, using various multimedia tools, such as 3D virtual reality technology and video playback technology, teachers can realistically simulate experimental phenomena. Through the online tutoring of experts, the simulation experiment made by teachers will have strong authenticity and vividness, thus saving a lot of teaching funds and achieving a certain practical teaching effect. In addition, using multimedia education technology, teachers can realize two-way communication with students. In the multimedia phonetic classroom, teachers and students can use teaching equipment for interactive teaching. Using network monitoring equipment, teachers can understand the learning situation of each student, understand the learning situation of students through communication, and then carry out targeted teaching to improve the overall quality of students.

2.3. Promote Moral Education Teaching in Colleges and Universities Based on Multimedia Information Technology

2.3.1. Build a Scientific and Perfect Network Platform. Firstly, we focus on the interactivity of the platform, moral education is a matter for both teachers and students, instead of teachers giving knowledge and students receiving it passively, interactivity is not only required at the technical level but also at the practical level, that is, teachers should support the interaction with students through high quality courses, including images, videos, audio, and text to support interaction with students, such as uploading a complete moral education curriculum, receiving feedback and questions from students at any time, and monitoring students' progress in the form of punch cards. Secondly, we should pay attention to the quality of teaching resources. Moral education knowledge is not a big pile of uninteresting theories, so teachers need to link theory to practice when uploading courseware. That is to say, specific moral education knowledge is integrated into practical problems and phenomena for explanation so that theoretical knowledge comes alive and inspires students' willingness to receive moral education.

2.3.2. Innovative Way of Education. Under the mode of network multimedia information technology, moral education should be a happy process, moral education knowledge gradually removes the boring coat and shows its own brilliant side, the teaching ground is not only limited to classroom and books, and moral education gradually becomes a part of students' life. In order to achieve such efficient teaching goals, teachers need to take multimedia platform as an opportunity to gradually expand the way of moral education teaching. First, the network platform provides very useful technical support in classroom teaching, teachers can upload

the knowledge content to the network platform in advance to facilitate students' prestudy of moral education knowledge. Second, teachers should gradually expand the educational functions of the online platform, set up relevant modules about moral education, and enrich the relevant educational contents, present the knowledge in a diversified way to meet students' learning interests and learning needs so that students can receive moral education at their own pace and use fragmented time.

2.3.3. Developing Teachers' Information Literacy. Generally speaking, teachers' information literacy includes many dimensions, not only basic information technology but also the ability to integrate and analyze teaching resources and information, as well as the ability to integrate network information that can integrate and analyze specific moral education knowledge and social topics. Teachers should not only master how to apply the network platform and have the basic information literacy but also to recognize the value and significance of the network platform for moral education and gradually improve their information literacy so that they can creatively apply multimedia information technology and deeply explore richer moral education resources.

2.3.4. Pay Attention to the Quality of Online Courses. With the support of network information technology, classroom teaching is only one form of moral education. First, to ensure the systematicity and integrity of the course, teachers should be scientific and reasonable in the arrangement and selection of course content and try to streamline the course content and pay attention to the way the course is presented, which requires certain technical support and has high requirements for teachers' information literacy. Second, to avoid the course content is too single, teachers can use hot topics or other topics of students' concern as the entry point for teaching, pay attention to the integration of theory and practice, and enhance the interesting and practical nature of the course content. Third, to ensure the openness of the course, on the one hand, to ensure that the course is open to all students, on the other hand, we can cooperate with other universities, integrate quality moral education online courses from outside the university into the online platform, provide the best teaching resources for students, and give students enough freedom and space for learning.

2.4. The Influence of Multimedia Information Technology on Moral Education Teaching in Colleges and Universities

2.4.1. Multimedia Technology Promotes the Renewal of Moral Education Concept. The reasonable use of multimedia in moral education teaching can strengthen the guidance of students' ideological ideas, guarantee that the updating of ideas can meet the needs of moral education, so that the two form a mutually coordinated relationship, and also realize the online interaction of multiple clients.

First of all, the diversity of multimedia technology makes moral education activities have more space to carry out, both in form and in content, which provides more ways to update; the most obvious performance is that multimedia technology can realize the full use of the network of Shang-

hai teaching resources, laying a good foundation for the update of moral education content, effectively avoiding the misalignment between the content of moral education and the current situation of social development problem. Secondly, multimedia technology breaks the limitations of the implementation process of traditional moral education and makes it implemented under a more long-term and planned planning and constructs personalized educational goals for students at different stages so that the educational concept can be updated with a higher frequency.

2.4.2. Multimedia Technology Promotes the Optimization of Moral Education Methods. As a technical form relying on the network, multimedia technology has realized the diversified processing of information exchange methods and used diversified information channels to ensure the articulated relationship between teaching resources. In addition, compared with traditional teaching methods, multimedia technology has completely changed the limitations of teaching in specific space and local areas and realized the orderly connection between moral education methods through the "online + offline" method. This connection is also conducive to the implementation and optimization of ideological education practice and makes up for the lack of boring moral education. This coordinated teaching method improves students' interest in the content of moral education, makes them participate in practical activities with a more positive attitude, and makes the training effect reach a new height.

First of all, multimedia technology has expanded the way of moral education practice. The effective combination of theoretical knowledge and practical activities has greatly improved the scientificity of teaching. Use multimedia technology to guide students to "cross" the learning situation and improve their understanding of the teaching content through more intuitive feelings and experiences. Through the application of multimedia technology, teachers can use multimedia to increase the richness of the course and can present some fuzzy principles in the form of pictures and animation so that students with learning difficulties can understand them. This kind of moral education optimization can make students participate more and learn moral education more actively.

2.4.3. Multimedia Technology Promotes the Change of Moral Education Mechanism. Multimedia technology plays a huge role in promoting the reform of moral education mechanism. In the process of implementing moral education activities, it is extremely important to fully integrate the current situation of social development. The traditional education mechanism focuses more on the transmission of core contents and lacks the fission of teaching contents, which leads to the lack of connection between moral education teaching and the times. In the face of this problem, the implementation of effective education mechanism reform is the fundamental solution. The flexibility of multimedia technology allows effective integration between teaching activities and social current affairs, and under this mechanism, the content of educational assessment is more diversified. Secondly, with the support of multimedia technology, the relationship

between classroom learning and extracurricular activities is formed, and this more comprehensive teaching method makes the results of moral education more concrete. The diversified, personalized, and flexible information expression greatly makes up for the deficiencies in students' moral education knowledge structure, makes their moral education knowledge reserves more modern, and establishes a closer relationship with the social environment. Again, the integration of multimedia technology in the field of moral education greatly expands students' thinking space and makes them more autonomous and active in the process of moral education teaching. With the support of multimedia communication platform, the communication between students and teachers is more convenient, and teachers can achieve a comprehensive understanding of students' creative ability and comprehensive quality, and the teaching work based on this has better effect.

2.4.4. Multimedia Technology Expands the Scope of Moral Education Dissemination. Multimedia technology can make the dissemination of moral education information more flexible and facilitate students to receive various forms of educational information using various clients and so on, helping students to stay away from the clutter of society in the campus and at the same time understand the information related to moral education in society in real time. Students can use their cell phones and computers in school to learn about hot current events and express their personal opinions through communication social media such as microblogs, WeChat, and QQ. This way, students can quickly learn about moral education information and add different views from others. Students enhance their own moral education awareness by learning about others' views and expressing their personal ideas. In addition, there is also negative information in multimedia technology, although in the initial state some people will be misled, but under the positive guidance of most people, they can identify the wrong information in time and correctly identify when they get similar negative information in the future, which can improve the students' ability to distinguish the true from false information in a subtle way.

2.4.5. The Influence of Multimedia on Moral Education of College Students. Multimedia has a double impact on moral education of college students. On multimedia, any individual can express his or her opinion freely without being restricted by identity, system, status, property income, or education anymore; thus, multimedia strongly enhances students' democratic consciousness. Students can also gradually develop civic consciousness and then enhance their sense of responsibility and mission during the discussion in the multimedia opinion forum. At present, there is a serious division between the rich and the poor in China, which is reflected in colleges and universities, where the percentage of poor students among all students has exceeded 20% (even up to 25%). When these poor students see triad bosses strutting out of jail in luxury cars on the multimedia or see uneducated rich kids spending money like dirt, they are likely to have psychological imbalance and then develop negative

emotions such as pessimism and resentment. Individual students may even advocate a money-worshipping lifestyle and become slaves to money. For example, the "Naked Loan Gate" incident was caused by multimedia.

3. Moral Education Strategies in Colleges and Universities under Multimedia

3.1. Construction of Evaluation System. The summary evaluation of the specific performance of teaching sessions in classroom teaching and its application effect can guide students to clarify their own shortcomings in the process of learning moral education courses and facilitate their self-improvement, while at the same time, teaching evaluation can be carried out to guide students to better integrate into the classroom atmosphere, enhance their enthusiasm to participate in teaching sessions and think actively about issues, and stimulate their enthusiasm for learning. Therefore, the political and educational administrators should strengthen the evaluation by giving immediate, extended, and motivating evaluations of students' specific performance while learning.

3.2. Applying Case Teaching. The application of case teaching method to ideological and political classroom teaching in colleges and universities requires teachers to study teaching materials carefully. Case teaching should be carried out around the teaching contents of teaching materials. After that, students can ask questions in the learning process, teachers can answer questions, and finally return to the textbook theory. In the process of ideological and political teaching in colleges and universities, teachers can combine cooperative group teaching with case teaching to ensure the efficiency of classroom teaching. The use of case teaching method can improve the interest of classroom teaching, strengthen the cooperation with groups, and fully mobilize the enthusiasm of students to participate in classroom learning so that every student can participate in the ideological and political classroom learning and stimulate students' learning enthusiasm. Using case teaching method can better connect theoretical knowledge with students' actual life and help students carry out practical activities. In the process of learning professional role models, teachers can encourage students to discuss relevant issues in groups, such as "what do you think is a professional role model?" Then, teachers can use multimedia technology to play the video of Chinese captain Liu Chuanjian so that students can more intuitively feel the spirit of the airport staff in the process of watching the video.

3.3. Constructing a Team of Teachers. To enhance the timeliness of students' ideological and political education, it is necessary to build a team of teachers with high comprehensive quality, which requires teachers. Firstly, teachers should have innovative functions, learn about the ideological methods of historical materialism and dialectical approaches, and finally carry out efficient ideological and political courses so that students can establish correct ideological concepts. Second, teachers should have a high level

of political literacy. Teachers should look at issues from a political perspective and keep a clear political mind at all times. Again, teachers should constantly broaden their horizons. As teachers engaged in teaching ideological and political education courses, they should have an international perspective and a historical perspective. In the process of teaching, they can carry out in-depth longitudinal and horizontal comparisons and make the relevant knowledge points of the ideological and political courses clear and understandable.

3.4. Create Teaching Situations. At this time, teachers can create teaching scenarios to simulate some scenes in the work process of students. Teachers can also use multimedia technology to show students programs such as the host competition so that students can feel the professional ability of the host in the process of speech in the process of watching the video and in the classroom to carry out professional simulation. Students play the role of contestants, teachers play the role of judges, and encourage students to play on the spot so that students in the process of contextual teaching fully appreciate the importance of professional etiquette for personal development [20–22].

3.5. System Function Design. The large amount of information brought by multimedia technology cannot be fully accepted by students. At present, the introduction of multimedia technology in higher vocational colleges has indeed solved the problems of lack of teaching resources and backward teaching methods, but there are some obstacles in students' ability to absorb knowledge. Teachers show all the classroom information in front of students. Many students cannot fully understand the main points of classroom knowledge. There is a phenomenon of half-knowing and half-understanding, and the learning effect has not been significantly improved. In view of the deficiency of multimedia teaching in colleges and universities, the relevant departments conducted a detailed questionnaire survey in order to understand the views of modern and efficient students on multimedia teaching. See Figure 1 for details.

According to Figure 1, a large number of students think that the classroom content is presented too fast and it is difficult to finish taking notes in time. Concentration. If this situation continues, it will affect the interest of students in higher education institutions in learning and then affect their learning efficiency. According to Figure 1, nearly 35% of the students think that multimedia teaching has reduced the interaction between teachers and students [23].

The system design of multimedia moral education teaching system is mainly used by students and teachers in large numbers, so combined with the actual moral education teaching, the main function of the teaching system's appeal is the sharing of moral education teaching resources, the development and use of moral education courseware, and the interaction of the teaching classroom. In the teaching system class intelligent according to the actual needs of the teacher classroom combined with the characteristics of the classroom content for the assignment and personalized settings. At the same time, the system's functions also allow

the information system to constantly update and upload new course videos and special courseware.

4. Client-Side Function Design

- (1) The design of client-side functions is designed to supply the needs of students and teachers, and the functions of which are mainly divided into resource management, courseware editing, moral education course preparation, and classroom interaction. The specific content division is based on different functions. In resource management, the main purpose is to organize the data of classroom teaching and students accordingly and establish a good database. The moral education curriculum is also the focus of the data arrangement, must respect the differences of students, each student to different education, and each student moral education is not the same degree, the teacher should do to the students according to their needs. The use of modern technology (multimedia technology, computer technology, etc.) in such a process is to allow teaching to achieve the integration of different data, to manage the data in an accurate and scientific way, and to meet the requirements of personalized development education on moral education. Respect for differences and personalized, scientific teaching is the ultimate goal that teaching must now achieve, and for the better development of students [24–26]
- (2) This function of courseware editing is to enable students to face teaching more intuitively during class time, to increase students' motivation to learn by using courseware case studies and video presentations, to save teachers a lot of time, to use sufficient time to interact and quiz students, and to teach students systematically in available time again while also quizzing each student in class. This allows students to have more time to understand the content expressed in the course and to combine it with practice
- (3) The client-side lesson planning system saves teachers a lot of time in preparing lessons on paper and only needs to fully explain to students on electronic files and to prepare scientific lesson plans for the teaching problems raised by students, thus saving a lot of resources and time for students to give feedback to teachers' teaching, which is beneficial for teachers to make relative adjustments to their own deficiencies in moral education teaching and helps teachers of the course test topics and content of a reasonable deployment, such a lesson preparation system is the consequence of the traditional teaching, only after a semester to get a comprehensive improvement has a good help, with a strong real-time and interactive, better achieve the communication and exchange between students and teachers, adjusting the time

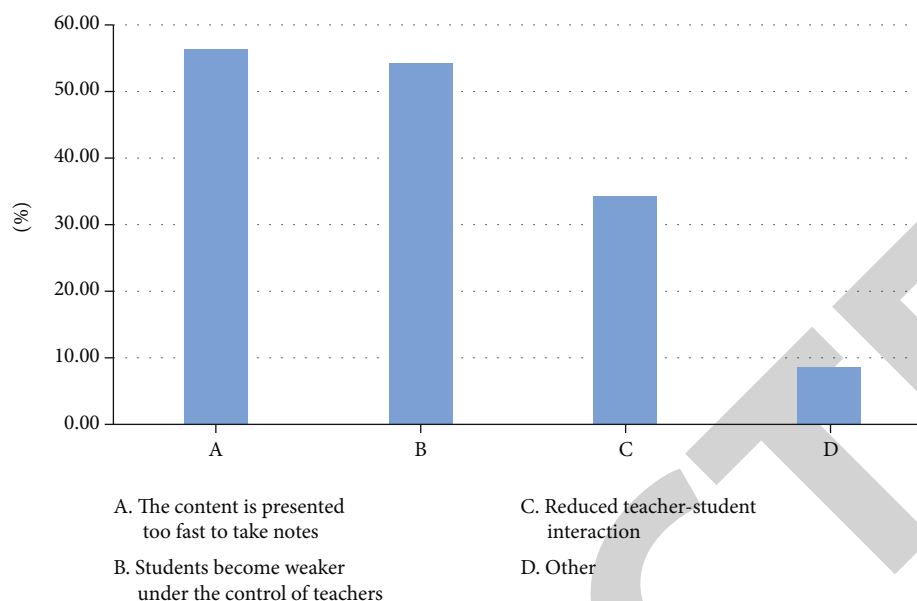


FIGURE 1: Deficiencies of multimedia teaching in practical application.

of teachers in the record and the changing thinking of students

- (4) Classroom teaching system is for the original realistic teaching environment for virtual teaching, through the modern multimedia technology and computer technology on the modern platform teaching unification, which is conducive to teachers to get more teaching resources and information, and in the teaching at the same time for the sharing of resources. It also allows students to participate in the suggestions, and students are greatly increased, which will have a very good interaction

5. Key System Technologies

The system is designed to include a lot of classroom management, classroom editing, and other roles, while the existing materials and teaching resources for data integration, in the system using ADO.NET technology, to achieve the management of the database, to reach the connection between different text and database, in the classroom teaching used in a variety of database editing and data collection is to achieve the core of classroom management. This will allow the students to learn and understand the course better and at the same time to teach the students to quiz and advocate students to ask questions, which will allow the teacher and students to interact better and to test the content of teaching better.

6. Conclusion

Through the research of this paper, teachers can use multimedia education technology for network, efficient, and comprehensive teaching. The construction of moral education

teaching system is the innovation and development of teaching methods.

To sum up, with the application of network multimedia information technology, the concept and mode of moral education in colleges and universities are gradually changing. This new educational model has opened up new ideas for moral education teaching. By creating an interactive network platform, we can expand the scope of moral education, facilitate classroom teaching, and eliminate the space-time distance between education and teachers. With the help of teachers, we can provide students with the best moral education resources through the online platform so that students can learn high-quality course content online and interact with teachers and students. It is more guaranteed in this online and offline education mode.

Data Availability

The experimental data used to support the findings of this study are available from the corresponding author upon request.

Conflicts of Interest

The author declared that there are no conflicts of interest regarding this work.

Acknowledgments

The study was supported by the Sichuan University Students Ideological and Political Education Research Center Project: The Concept of Green Development into College Students Ideological and Political Education Research, Dilemma and Countermeasures (CSZ16046).

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