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Computer Multimedia Network Assisted Teaching Reform of Chinese Language and Literature Major

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Abstract: Chinese language and literature is a major that mainly studies basic knowledge of Chinese language and Chinese literature. It mainly trains students in relevant systematic education and professional ability training in terms of theoretical knowledge of Chinese language, development history, research status, etc., so that students have a certain theoretical literacy of literature and art and systematic knowledge. The purpose of this paper is to use computer multimedia network to assist Chinese language and literature majors to carry out research on teaching reform, so as to make teaching reform more effective. This paper first gives a general introduction to the computer multimedia network, and then research the recent circumstance of the curriculum setting of these majors in colleges, and draws strong data. Through the analysis of the data, the advantages of computer multimedia network in the tutoring reform of Chinese language and literature are found. The final experimental results show that 48.95% of the students are very optimistic about the connection effect between computer multimedia network and various courses of Chinese language and literature major. And from this, the countermeasures for the teaching reform of Chinese language and literature major are drawn.

1. Introduction

With the quickly growth of computer multimedia, its application in the educational field is also very common. In the teaching of many disciplines, some people carry out an auxiliary teaching, so as to achieve the reform of teaching. Most colleges and universities will use computer multimedia to assist teaching in teaching. In order to improve the teaching quality and teaching level, the use of multimedia is also a necessary skill for a teacher. Due to the substantial progress of the inheritance of trad in China, the major of Chinese language and literature is also a hot major at present.

Computer multimedia is the fastest and most active technology in the field of information technology today, and it is the focus of the development and competition of a new generation of electronic technology. If computer multimedia is applied to assist the tutoring reform of this major, it may produce good results.

Today, when the topic of Chinese language and literature is very high, how to better enhance the tutoring capability and use computer multimedia to assist the teaching of this major has become a research topic with far-reaching significance in the teaching reform research in colleges . Multi-media skill has a variety of functions, so its application range is very wide. In recent years, many scholars have studied the subject of computer multimedia network-assisted teaching, but the research on applying computer multimedia network to assist the teaching reform of Chinese language and literature is relatively less. So the adhibition of computer multimedia net to the investigation on tutoring transformation of this major has both theoretical and practical significance.

With the fast progress of computer multimedia skill in society, many scholars have also done research and analysis on the teaching reform of computer multimedia network-assisted majors. In recent years, Fu H has analyzed the positive and negative effects of multimedia on Chinese teaching in senior high schools on the basis of investigation, research and teaching practice, and put forward some thoughts on its negative effects [1]. But the theoretical basis he uses in the text is not very consistent with the meaning of the title. Later, under the this setting, Cheng P discussed the tutoring practice of the political and ideological courses of textbook subjects from the aspects of teaching concept, teaching design, teaching process and teaching evaluation mechanism, which can effectively improve students' ideological and political participation and satisfaction[2]. But he did not give the impact of this research on ideological and political reform in the article. Before them, Sun M studied the application of computer-aided multimedia teaching platform in the reform of university education [3]. However, in the instructional design, he did not fully consider the influencing factors. In the same year, Only S conducted a comprehensive evaluation of the new curriculum reform of Chinese language and literature through an online survey [4]. But his evaluation system is not comprehensive enough, ignoring some important indicators.

After analyzing the research reports of other scholars, Shi X conducted research on the adhibition of computer technology in chinese specialism [5]. However, in the experimental part of the article, he did not analyze it in combination with the current teaching level. After him, Sun Y found that the association of classroom teaching and self-study, that is, human-machine combined teaching is an ideal teaching mode, which is very popular among students and can improve students' English ability [6]. But the theoretical framework he created in the text is incomplete. Different from them, Liu R analyzed the application of data mining based on network data in multimedia education and teaching [7]. But his description of the modern teaching mode is not much in the text.

The innovation of this paper is that when reforming the major of Chinese language and literature, computer multimedia network technology can be selected to assist, which has the effect of making the teaching reform more flexible and changeable.

2. Methods of Teaching Reform for Chinese Language and Literature Majors

2.1. Concept of Computer Multimedia Network-Assisted Teaching

(1) Multimedia

In academia, everyone agrees that multimedia is a computer-integrated environment that uses computer technology and audio-visual technology to digitize two or more kinds of information, such as text, graphics, sound, animation, image, and video, and combine, process and control them, and finally provide the required information to users through sharing [8]. The knowledge system diagram of computer network technology is shown in Figure 1.

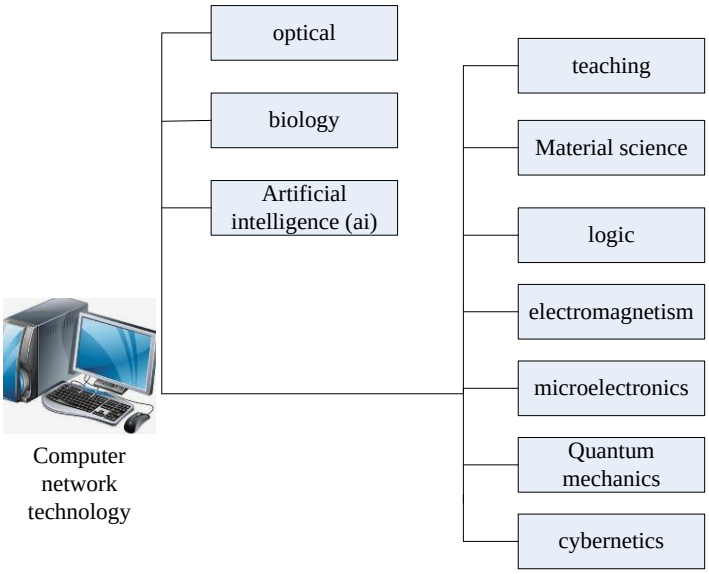


Figure 1. Diagram of knowledge system related to computer network technology

(2) Multi-media teaching

The concept of multi-media combined tutoring is usually expressed as: In the classroom teaching, through the needs of tutoring content and tutoring purposes, inherit the reasonable components of old tutoring media, properly introduce new teaching media, and combine the two organically, each showing its strengths and complementing each other[9]. Making them complement each other, form an optimized teaching media team of info transmission and couple back adjustment, and jointly participate [10]. The advantages of multimedia teaching are shown in Figure 2.

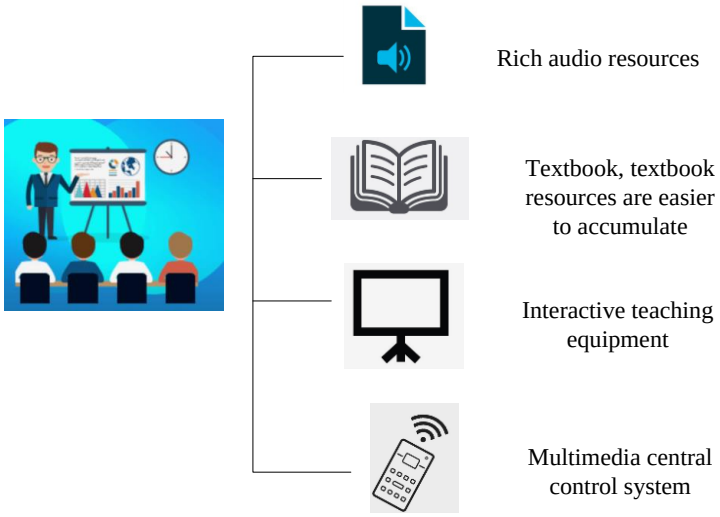
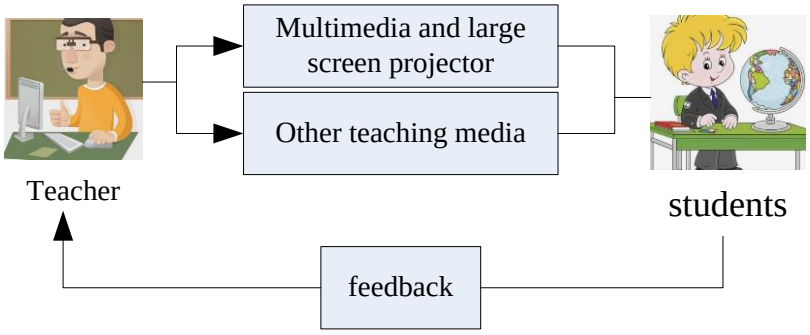


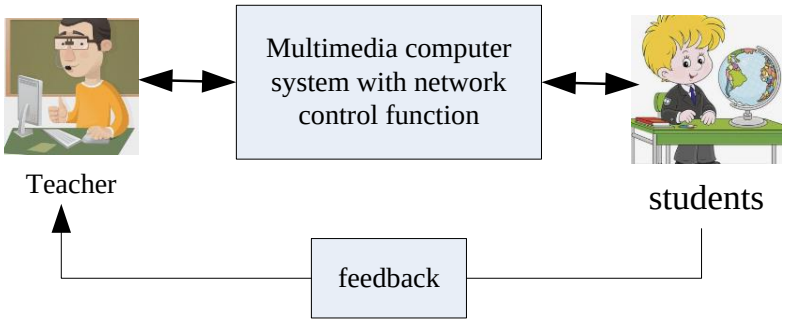
Figure 2. Characteristics of multimedia teaching

(3) Multimedia classroom auxiliary teaching mode

The multimedia schoolroom assisted teaching mode is still class schoolroom teaching, the tutoring place is the class classroom, and the three elements of the teaching process. The traditional tutoring mode of Miaotang has basically not changed, and multimedia is only used as a new media with more advanced functions, which is optimally combined with traditional teaching media and conventional audio-visual media [11]. The model of multimedia classroom-assisted teaching mode and multimedia individualized teaching mode is shown in Figure 3.



(a) Multimedia classroom assisted teaching mode



(b) Multimedia individualized teaching mode

Figure 3. Teaching mode model

(4) Theoretical framework of information technology

The application of information technology makes learning resources and students' learning contents diversified, visualized, dynamic, multimedia-based, non-linear of content organization, networked and shared. For the information technology test model used for text growth, we can use the test model of neoclassical information technology decomposition [12].

In general, U stands for total output, S stands for technological progress, L stands for input, and K stands for input of a certain factor, as expressed by the following formula:

$$U = G(S, L, K \dots \dots) \quad (1)$$

By extending formula 1, the output part can be divided into an IT part and a non-IT part. This results in the formula:

$$U = S * G(L, K) \quad (2)$$

$$U(O_M, O_V, O_A, O_Y, V_M, V_V) = S * (L_M, L_V, L_{A,} L_Y, L) \quad (3)$$

If information technology is applied in pedagogy, the formula for the proportional weighted sum of the probability of use is as follows. Among them, E and L represent the value weight of the sum element, respectively.

$$E = Q_{1,M}\Delta INY_M + Q_{1,V}\Delta INY_V + Q_{1,R}\Delta INY_R \quad (4)$$

$$W = Q_{L,M}\Delta INL_M + Q_{L,,V}\Delta INL_V + Q_{L,R}\Delta INL_R \quad (5)$$

And further formulas can be obtained:

$$Q_{1,M}\Delta INY_M + Q_{1,V}\Delta INY_V + Q_{1,R}\Delta INY_R = Q_{L,M}\Delta INL_M + Q_{L,,V}\Delta INL_V + Q_{L,R}\Delta INL_R=1 \quad (6)$$

Among them, information technology investment includes three major parts: computer services, software services and communication equipment. The formula for information technology investment is:

$$B_L \Delta LINL = B_{L,M} \Delta INL_M + B_{L,V} \Delta INL_V + B_{L,D} \Delta INL_D + B_{L,Y} \Delta INL_Y \quad (7)$$

The contribution formula of the input is:

$$X_L \Delta LINP = X_{L,M} \Delta INP_M + X_{L,V} \Delta INP_V \quad (8)$$

In order to carry out the research more completely, most scholars have replaced the above formula with a more specific expression. S_1, S_2, S_3, S_4 means coefficient.

$$S_1 + S_2 + S_3 + S_4 + \vartheta = 1 \quad (9)$$

$$INU = INS + S_1 INL_M + S_2 INL_V + S_3 INL_D + S_4 INL_Y \quad (10)$$

Continuing to fully differentiate the formula, the result is as follows:

$$\frac{FU}{U} = \frac{FS}{S} + S_1 \frac{FL_M}{L_M} + S_2 \frac{FL_V}{L_V} + S_3 \frac{FL_D}{L_D} + S_4 \frac{FL_Y}{L_Y} \quad (11)$$

Simplifying formula 11 and denoting it with U, the formula can be obtained as follows:

$$U = S_1 L_M + S_2 L_V + S_3 L_A + S_4 L_Y \quad (12)$$

Continuing to analyze the model again, and subtract K from both ends of formula 12 to obtain the formula:

$$U - K = S_1 L_M + S_2 L_V + S_3 L_A + S_4 L_Y - K \quad (13)$$

That is:

$$U - K = S_1(L_M - K) + S_2(L_V - K) + S_3(L_A - K) + S_4(L_Y - K) \quad (14)$$

If the growth rate is represented by SKO, that is, U-K, formula 14 can be obtained, and $S_1(L_M - K), S_2(L_V - K), S_3(L_A - K), S_4(L_Y - K)$ represents each contribution value.

$$SKO = S_1(L_M - K) + S_2(L_V - K) + S_3(L_A - K) + S_4(L_Y - K) + NGO \quad (15)$$

If this formula is used as the base, then expand again, the expansion method is as follows:

$$U = S(Y) K^S A^{\varphi} \quad (16)$$

Then the formula is split, O represents the progress of information technology, and T represents the elasticity coefficient.

$$U = S_P L^S A^{\mu} O^T \quad (17)$$

Among them, S_P is generally assumed to be a constant, and the logarithm of both ends of the formula is taken to eliminate the effect of collinearity. The simplified formula is:

$$INU = V + SINL + \mu LINA + \Theta lino \quad (18)$$

On this basis, a simple operation is performed, and INA is subtracted from both ends at the same time, and the formula is as follows. O_Y represents the level of information technology advancement.

$$INSKO = IN \frac{U_Y}{A_Y} = V + SIN \frac{L_Y}{A_Y} + \mu INO_Y + \rho \quad (19)$$

Finally, the model is revised, and the formula can be obtained:

$$INU = V + SINL + \mu INA + \vartheta INA + \delta F \quad (20)$$

Separating information technology from the general technology center, the total expression of the model is:

$$U = (SL)^{S} A^{\mu} O^{T} \quad (21)$$

2.2. Characteristics of this Major

The profession has been established for a long time so far, and it has a very strong history. After years of progress, the theory of this specialty is comparatively developed, and the curriculum is mainly finalized. At the current stage in China, this majors are split into two major kind in different types of colleges and universities: teacher training and non-teaching training. They are different in the focus of training, but some of the curriculum settings are roughly the same. Students majoring in Chinese language and literature have acquired certain knowledge and skills after four years of school training. However, in the basic knowledge and skills, there are still some conditions that are lacking [13].

First, they have mastered the basic knowledge of language in their undergraduate studies. For example, the knowledge in Modern Chinese, Ancient Chinese, and Introduction to Linguistics, these courses are also prescribed books for some schools when preparing for the exam, which is of great help to them for postgraduate entrance examinations[14].

Second, they have certain cultural knowledge. In the major of Chinese language and literature, Chinese ancient literature, Chinese modern and contemporary literature and other literature courses contain rich cultural knowledge. Throughout the ancient and modern times, students have accumulated cultural literacy in their learning [15].

Third, for students majoring in Chinese language and literature (normal), courses such as teacher writing skills, application of modern educational technology, teacher professional norms and policies and regulations enable students to master a certain amount of teacher professional knowledge and teaching knowledge and skills. This is the most basic knowledge and skills that a teacher should master [16].

Pedagogy and psychology courses are common courses to be learned by personnel in the education industry, and Chinese language and literature majors (normal classes) are also offered. But just learning knowledge is not done once and for all. The transformation of knowledge into ability has to go through its own internalization, and then it is reflected in the actual teaching through externalization. Practice is the bridge of communication between internalization and externalization. However, the knowledge and practice of non-normal students in these two aspects are relatively lacking for normal students [17].

2.3. Theoretical Basis for the Teaching Reform of these Majors

(1) Curriculum practice view of returning to life

In the past, school education paid more attention to the imparting of knowledge to students, and less attention was paid to the practical teaching of students in the society. This leads to a serious separation between school teaching and real life. Many scholars have discovered this problem. In order to solve this problem, the researchers brought the "lifeworld" theory in the western philosophical trend back to the domestic education circle, and proposed the theory of "teaching returns to the life world". The purpose is to enable teaching to have the attributes of practice [18]. The advantage of education returning to life is that it attaches great importance to the process value of teaching, both the process and the result. It supports flexible creation and opposes rigidity. And it more concerned about the subjectivity of students, more concerned about the individuality and

difference of students, and does not agree with rigid central theory. Only by establishing a dynamic and practical teaching concept can we prevent teaching activities from imparting knowledge as one-sided, so that teaching can turn to practical teaching that focuses on the free development of people [19].

(2) Constructivism Teaching Theory

Constructivism is an important learning philosophy, and its teaching ideas are mainly reflected in the teaching concept [20]. The teaching view it represents is a reinterpretation of teachers and students, which is also the main content of this thought. According to this theory, teachers should play a leading role. Teachers should first create a suitable teaching environment for students to guide and help students to complete knowledge learning. It advocates that learners have their own knowledge and experience. Therefore, teachers are required to guide students to construct and grow new knowledge and experience based on the existing knowledge and experience of students. Therefore, in the teaching process, teachers should respect the unique experience of students, fully interact between schoolmen and students, and encourage them to have the courage to express different opinions [21].

3. Computer Multimedia Network-Assisted Teaching Reform Design for Chinese Language and Literature Majors

3.1. Current Situation of this Major Courses

(1) Curriculum System of this Major

For better show the recent situation of these majors in China, this study separately calculated the curriculum structure and credit ratio of two schools A and B in a certain place, as shown below.

1) The curriculum system of University A

It can be seen from Table 1 that the total number of credits for the graduation of the major of University A in the normal education direction is 192. Among them, general courses account for 43 credits, optional elective courses in the school account for 7 credits, accounting for 26.5% of the total credits; subject basic courses account for 4 credits, accounting for 1.6% of the total credits.

Table 1. Curriculum system of this major of university a

Course category		Credits	The proportion(%)
General education courses		43	23.1
Subject Basic Courses		4	1.6
Professional courses	Basic course	61	33.3
	Compulsory course	16	8.4
	Elective courses	7	3.2
School optional courses		7	3.4
Teacher education curriculum	Compulsory course	14	7.1
	Elective courses	13	6.7
Practice teaching	Graduation practice	9	7.9
	Graduation thesis	8	3.8
Comparison of entrepreneurial ability		9	4.4
Aggregate		192	100

2) The curriculum system of University B

From Table 2 that in the tutoring of Chinese language and literature, University B mainly focuses on general courses, and its credits are as high as 46, which is enough to prove the importance attached to it. The credit ratio of general education courses is also 30.07%. Then the courses with the fewest credits are two elective courses, which have only 5 credits and a proportion of 3.27%. It can be found that the difference from University A is that in the practice of entrepreneurial ability, the proportion of credits for entrepreneurial practice in University B is still relatively high. It shows that University B may pay more attention to the cultivation of students' innovative and practical ability in their studies.

Table 2. Assignment of credits for the major in University B

Course category		Credits	The proportion(%)
General education courses		46	30.07
Subject basic courses		6	3.92
Professional courses	Basic course	26	16.99
	Compulsory course	19	12.42
	Elective courses	5	3.27%
School optional courses		10	6.54
Teacher education curriculum	Compulsory course	12	7.84
	Elective courses	5	3.27
Practice teaching	Graduation practice	7	4.58
	Graduation thesis	7	4.58
Comparison of entrepreneurial ability		10	6.54
Aggregate		153	100

3) Statistics on the hours of each course in the two universities

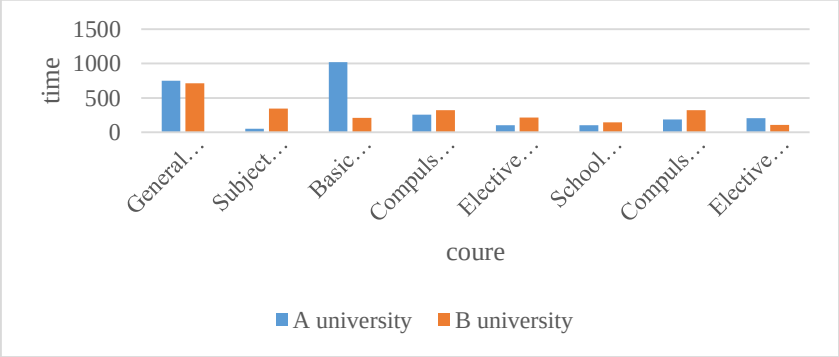
The credits for each course at both universities are counted above. Next, we will compare the classroom hours of the two universities at the same level. As shown in Figure 4, it can be found that University A has the longest class hours in professional basic courses, while University B has the longest class hours in general courses. The total class duration of the two schools is also different, which shows that the two schools still have some different emphases.

(2) A survey of students' views on the curriculum

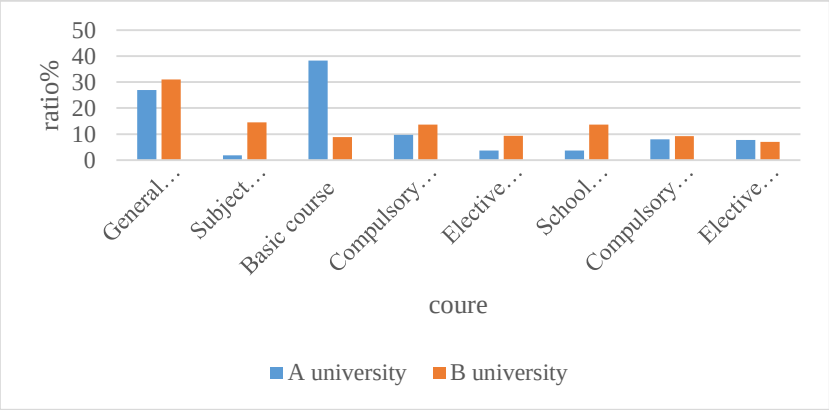
For better understand the current teaching status of the majors, we make a survey to two universities. The object of the survey is 80 senior students in two schools, and the survey is carried out by sending questionnaires. There are 160 questionnaires sent out this time, and the recovery rate is 100%.

1) Attitudes towards the allocation of credits for general education, professional courses and teacher education courses

On the issue of "Attitudes towards the proportional arrangement of general education courses, professional courses and teacher education courses", Table 3 shows that 23.75% of the students are very satisfied, and 49.88% are basically satisfied, which shows that in the proportion of the three types of courses, the two colleges and universities have been recognized by most students.



(a) Statistics on class hours of two universities



(b) Statistics on the proportion of class hours in the two universities

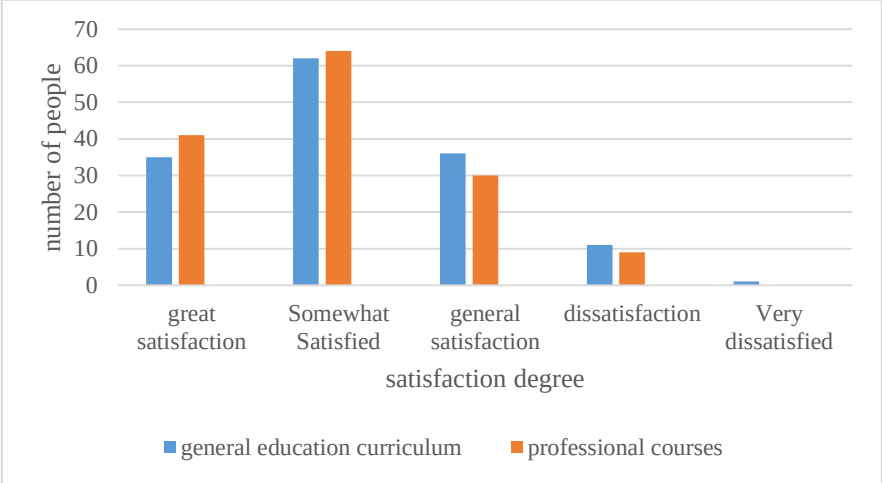
Figure 4. Comparison of course hours between the two universities

Table 3. Students' attitudes towards the proportional arrangement of the three types of courses

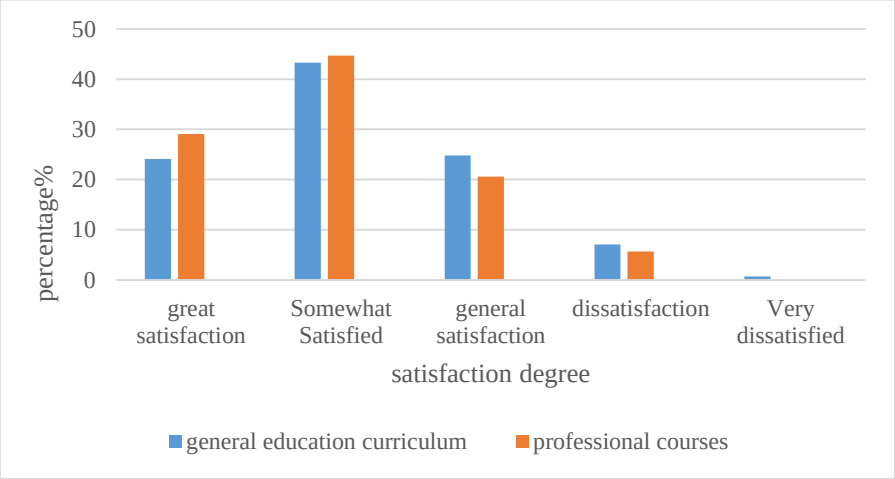
Satisfaction with course proportion arrangement	Great satisfaction	Somewhat Satisfied	General satisfaction	Dissatisfaction	Very dissatisfied
Number of people	38	75	22	5	0
Ratio(%)	23.75	46.88	13.75	3.12	0

2) Attitudes towards the role of general education and specialized courses

After investigation and statistics, the data in Figure 5 is obtained. As shown in Figure 5, we found that most people maintain a generally satisfactory attitude towards the role of general education, and 64 people hold this attitude. And there are 9 students who are not satisfied with the general education courses, indicating that some students still think that the professional courses arranged by the school are not good enough. Moreover, we can also find that most people have the same attitude towards the role of professional courses and general courses, and 44.69% of the students expressed that they were basically satisfied with the professional courses, and 5.68% of the academies expressed dissatisfaction with the professional courses. This shows that the curriculum of the two schools is also difficult to keep everyone satisfied, but the satisfaction of the curriculum needs to be further strengthened.



(a) Statistical table of students' attitudes towards general education courses and professional courses



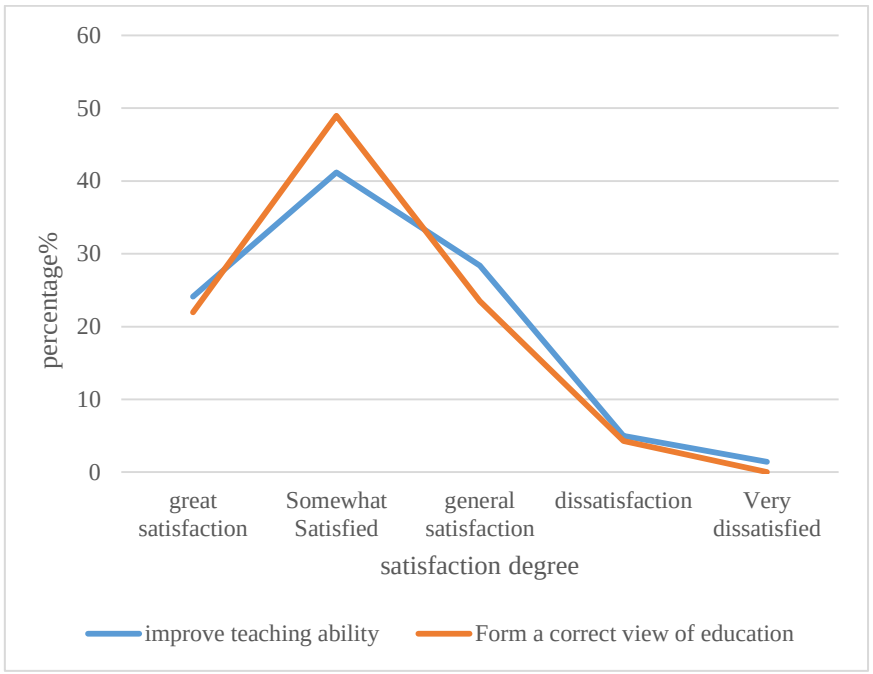
(b) The proportion of students' attitudes towards professional courses and general courses

Figure 5. Statistics on attitudes towards general and specialized courses

3) Attitudes towards the role of teacher education programs

According to the survey statistics, Figure 6 is obtained. We divided the role of education courses into two parts, one is the role in improving teaching ability, the other is the role in forming a correct view of education, and we calculated their satisfaction and proportion chart respectively. We found that most of the attitudes towards the functioning of the educational curriculum were a state of basic satisfaction. Only 35 people are very satisfied with improving teaching ability, only 32 people are very satisfied with forming a correct view of education, and 2 people are very dissatisfied with improving teaching ability. This shows that there are still a few people who cannot accept the improvement of teaching ability. The proportion of students who are dissatisfied with improving teaching ability is 4.97%, and the proportion of students who are dissatisfied with forming a correct education concept is 4.27%. This shows that in the construction of teacher education courses, schools still need to make more adjustments to strive for the best results.

(a) In terms of improving teaching ability



(b) In terms of forming a correct view of education

Figure 6. Statistical table of student attitudes towards teacher education courses

Later, after subdividing, we found that the teacher education curriculum can be further divided, we divided it into the aspects of improving self-development and improving the ability of research and education practice. The results of the satisfaction survey are shown in Figure 7. It can be seen from Figure 7 that most of the students still expressed basic satisfaction in improving their own development, and only a small number of students expressed dissatisfaction. Among them, 68 students said they were basically satisfied, and 32 said they were generally satisfied.

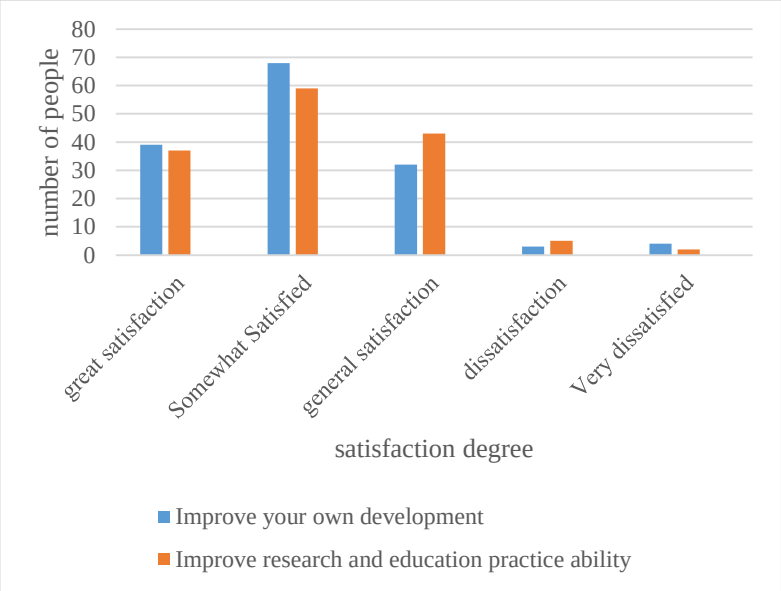


Figure 7. Survey results for improving self-development and improving research and education practice

After statistics, the proportion of improving self-development and research and educational practice ability is obtained, as shown in Figure 8. It can be seen from the figure that 41.14% expressed basic satisfaction, and 0.72% expressed very dissatisfaction.

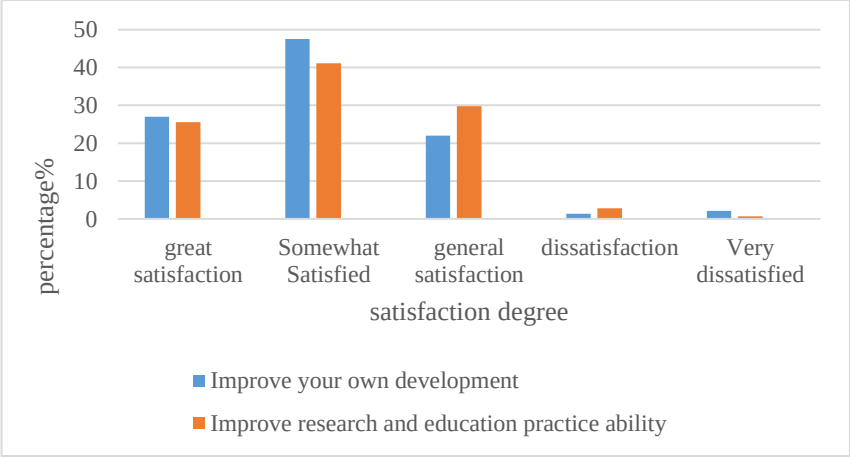


Figure 8. Statistics on the proportion of improving self-development and improving research and education practice ability

4) Attitude towards the link between teaching courses and computer-based multimedia network-assisted teaching

Because of the progress of society, teaching methods and teaching media are constantly improving, especially the popularization of computer multimedia network. Therefore, we surveyed students on the connection between teaching courses and computer multimedia networks. Figure 9 is the survey results. It can be seen that 70 people expressed basic satisfaction, indicating that the integration of computer multimedia network technology and teaching courses is still very optimistic.

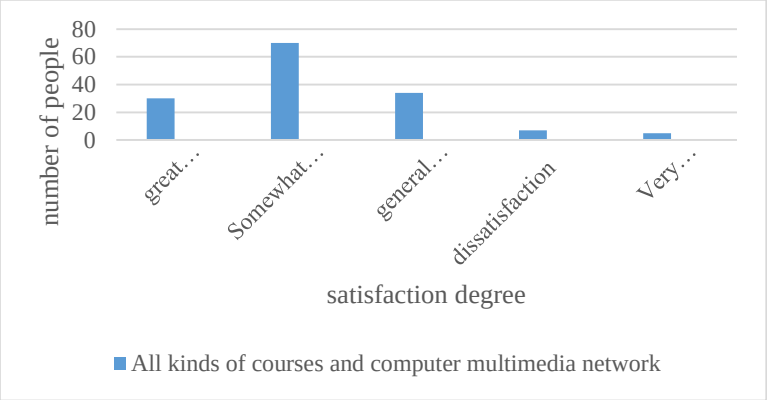


Figure 9. Attitudes on the link between various courses and computer multimedia networks

In order to make the data clearer, we expressed the proportion of the number of people with attitudes about the connection between various courses and computer multimedia networks. As shown in Figure 10, it can be found that 2.85% are very dissatisfied, indicating that some students still disagree with the connection between computer multimedia and courses.

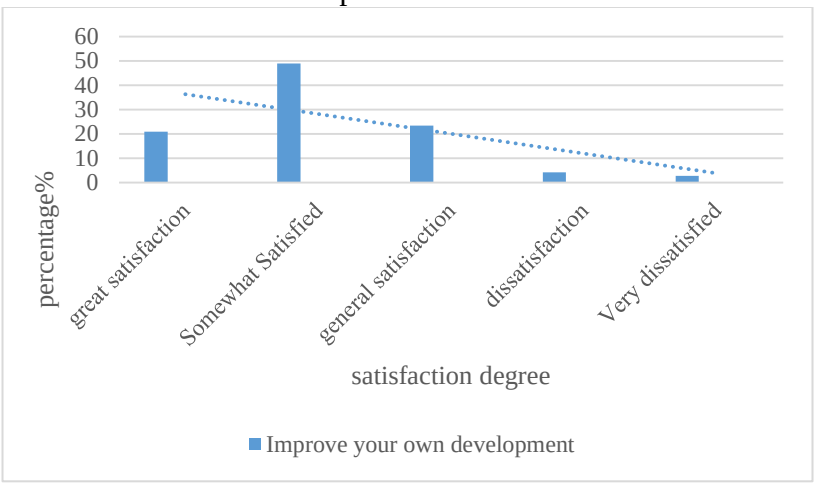


Figure 10. Proportion of attitudes towards various courses and computer multimedia networks

3.2. Design of Flexible Teaching Reform Based on Computer Multimedia Network Assistance

(1) Reform in the curriculum

After the computer multimedia network is applied in the course type, the selection of the multimedia network course type can be carried out [22]. The selection of multimedia online courses is determined by the characteristics of the teaching materials and the situation of the teachers themselves [23]. First of all, according to the characteristics of the content of the textbook, the content of "Chinese Language and Literature Online Teaching" comes from the usual teaching content, which is the deepening of the students' key knowledge of the textbook and the expansion of related knowledge. In the teaching content, not all knowledge is suitable for teaching on the Internet [24]. There is no need to use multimedia network teaching for content that can be taught in the same traditional teaching mode; for the content that is theoretically strong and difficult, it is impossible for students to complete through self-learning, and the content that must be explained by the teacher does not need to use multimedia network teaching; there is no need to use multimedia network teaching for the content that students need to read extensively. According to the new curriculum

standards and relevant curriculum descriptions, teachers should select some abstract cultural knowledge that students lack in knowledge but are very interested in to design web pages.

(2) Reform in teaching mode

After the adhibition of computer WMM network-assisted teaching, there is a choice of multimedia network schoolroom tutoring mode. The choice of multimedia net classroom tutoring mode is mainly determined by the multimedia network class type. The new teaching type can generally choose the communication and interaction type as the core network tutoring mode: the communication and interaction type network teaching mode has a wide range of applications in the learning of theoretical knowledge of Chinese language and literature and the learning of traditional culture. Learning is more lively and interesting. For the learning of traditional culture, with a lot of pictures and videos, and the advantages of network information, the learning of traditional culture can be more vivid and easy to understand and easier to grasp.

The network teaching classroom of the communication and interactive network teaching mode should be open and must not be isolated from social life. It should be closely linked with social life by taking full advantage of network technology through learning network.

The activity class type can generally choose the information processing type as the main network teaching mode. For the information processing-based network teaching mode, all teaching situations are created for how well students learn, not how well teachers teach. All learning situations should be carefully designed to allow students to collect, organize, and analyze information in the learning process, rather than out of ready-made conclusions and disks. Network resources are rich, open and novel. If teachers make full use of network resources for teaching, they can turn closed classrooms into open classrooms and integrate with the latest knowledge and information.

The research course type can generally choose the exploratory research type as the main network teaching mode. The exploratory research type is not only suitable for the study of the teaching material content reflecting the latest scientific achievements, but also suitable for the establishment of research courses in the current middle school chemistry curriculum reform.

The review course type can generally choose the self-learning type as the main network teaching mode: The three basic elements of the self-learning network teaching mode are the activities of students and teachers and the teaching platform (including teaching content and teaching media), and its basic structure is an open structure based on the interaction between the three elements.

3.3. Teaching Reform Countermeasures

(1) Strengthening teacher training and update educational concepts

The educational concept of teachers majoring in this professional is backward, which will seriously affect the progress of teaching reform. Therefore, relevant departments should increase the teaching ability of teachers in all aspects, so that teachers can quickly grasp the new ideas of today's education. Because only by this means, schoolmen of Chinese language and literature can find the updating and unification of educational idea such as curriculum view, student view, teaching view, evaluation view, etc. When the teaching reform is carried out, they will carry out the curriculum reform of the major accordingly in accordance with the requirements of the new curriculum reform.

(2) Implementing an incentive mechanism to stimulate teachers' enthusiasm for curriculum reform

In the course reform of the majors, colleges need to adopt a variety of plans for teachers' psychological and emotional problems, especially the implementation of incentive mechanisms to stimulate teachers' enthusiasm for consciously engaging in curriculum reform. However, while using the positive incentive system, schools should also use negative incentives at the same time,

that is, establish an elimination mechanism.

(3) Improving teachers' entry standards and enhance the professionalism of courses

The independent career choice environment has some negative effects on the course reform of the majors. For solve these negative effects, it is essential for the state to better regulate the management of schoolmen and enhance the standards of schoolmen' entry, so as to enhance the professionalism of the courses. If the entry standard of Chinese teachers becomes higher, it will promote the major to enhance the competitiveness of graduates in their counterpart employment. Therefore, it is necessary to take the professionalization of teachers as the reform direction of teaching reform, improve the professionalism of teaching, and make the professionalization of the teaching profession become a common trend in the development of education in the world today.

(4) Increasing investment in education and expand educational resources

Regarding the shortage of educational resources for Chinese language and literature majors, in order to solve this problem, the teaching reform and curriculum improvement of this major should be promoted. The state, localities and colleges and universities should increase investment in the training of the majors, and further expand educational wealth. The government should introduce preferential policies, improve the investment environment, open up financing channels, actively absorb funds from social departments, enterprises and individual economic entities, and better improve the funding guarantee mechanism for the reform of the professional curriculum.

(5) Using scientific curriculum theory to solve the complexity of curriculum reform

Due to the complexity of teaching reform itself, Chinese language and literature majors need to apply scientific curriculum and educational theories such as whole-person development education theory, curriculum practice view of returning to life, constructivist teaching theory, and multiple intelligence theory, to carry out synchronous changes in the curriculum objectives, curriculum structure, curriculum content, curriculum implementation, curriculum evaluation and other aspects within the curriculum reform system, to solve the complexity of curriculum reform, and to construct a curriculum system for the Chinese language and literature major that meets the needs of new language teachers.

4. Discussion

This paper is devoted to the research and design of computer multimedia network-assisted teaching reform of the major, and applies it to the complex analysis and processing of teaching reform. This is the expansion of the application scope of computer multimedia network technology, and also a new attempt to the teaching reform research method. According to the study of the present situation of the two universities A and B, it is found that the computer multimedia network technology, as an important tool to study the complexity of the system, has a certain potential in the teaching reform research. In addition, on the basis that many scholars have done research on modern educational technology, this paper studies deeply and integrates computer multimedia network technology and teaching reform. For the study of computer multimedia network technology, this paper starts with the most basic concept explanation, and then leads to the most representative information technology framework model. In the stage of empirical study, the use of computer multimedia network technology is used to study the teaching reform, and analyzes many aspects, and draws corresponding countermeasures.

Through the analysis of this case, it shows that the computer multimedia network technology can effectively carry out the teaching reform of the major. In terms of curriculum setting, improving teaching quality, increasing teaching interest, and increasing richness, it is completely possible to use computer multimedia network technology. This makes it easier for teachers to teach. In the specific reform practice decision-making, schools can reasonably and flexibly use computer

multimedia network technology to implement teaching reform on the basis of the situation of school students and teachers, so as to make the most effective means of reform.

This paper takes the recent situation of the courses in two universities as a case study. First, through a questionnaire survey and qualitative analysis, the applicability of computer multimedia network in the teaching reform of the major is determined. Through the analysis of the current data, it is concluded that the computer multimedia network can help implement the teaching reform more flexibly, and finally the corresponding teaching reform countermeasures are obtained.

5. Conclusion

Through the case study, an important conclusion is drawn: the computer multimedia network can help the major to carry out the teaching reform, and make the major's teaching curriculum more reasonable and reasonable. However, this is not absolute. The study on the present situation of the two universities in this case requires the university to conduct a more detailed study and quantitative analysis of the combination of the plans in order to determine a more effective reform plan. The project discussed in this paper is to determine the teaching reform of the major on the basis of computer multimedia network assistance, and the selection of projects is relatively limited. However, domestic colleges and universities will often face many choices for this major, and the teaching reform in reality should also be analyzed in combination with teachers, students, teaching equipment and other factors. The results of such research will have greater value, of course, will have greater difficulty.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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