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# The Implementation Path of Multimedia-Assisted High School Geography Teaching: Taking "China's Climate" as an Example

**Chenguang Zhang, Zhaoli Liu*, Xiaojie Yuan, Xiumei Li, Zongmeng Li, Xingjun Shi**

School of Geographical Sciences, Xinyang Normal University, Xinyang 464000, Henan Province, China

***Corresponding author:*** Zhaoli Liu, lzl@xynu.edu.cn



**Abstract:** With the rapid development of modern information technology, multimedia-assisted instruction has become an indispensable tool in today's classrooms. Taking "China's Climate" as an example and aiming to improve the quality of geography teaching in high schools from the perspective of core competencies, this paper explores the implementation pathways of multimedia-assisted geography teaching by comparing traditional teaching methods with multimedia-assisted ones. The goal is to provide a paradigmatic reference for teachers to better leverage digital technology to achieve more efficient, personalized, and precise geography teaching, thereby promoting a comprehensive enhancement of education and teaching quality.

**Keywords:** Teaching methods; High school geography; Information technology; Multimedia

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## 1. Introduction

With the development of society and advancements in science and technology, the education sector is undergoing profound transformations. The comprehensive application of information technology in education, integrating the strengths of classroom teaching with the personalization and diversification of online learning, has become a crucial issue in educational reform, involving updates to educational concepts, enhancements in information literacy and teaching skills, and innovations in teaching modes [1]. Traditional high school geography teaching methods, primarily relying on PowerPoint presentations combined with verbal explanations by teachers, are insufficient for meeting the requirements of cultivating core geographical competencies [2]. Therefore, this paper takes the topic of "China's Climate" as an example to explore the implementation pathways of multimedia-assisted geography teaching, aiming to stimulate students' internal motivation and improve the quality of high school geography classrooms.

## 2. The necessity of multimedia-assisted Geography teaching in high schools

The 2022 Senior Secondary Geography Curriculum Concept clearly points out the need to promote teaching reform and advocate a student-centered geography teaching model. According to the cognitive foundation and growth rules of students, and fully considering their life experiences and individual differences, modern information technology should be deeply integrated with geography teaching, diversified learning contexts should be constructed, multi-level learning tasks should be designed, and outdoor geography practice activities should be actively carried out, so as to encourage students to participate in geography learning activities in depth, and to experience learning journeys of practical significance for the enhancement of the core qualities [3].

The new curriculum reform has set new standards and requirements for high school geography teaching. With the continuous deepening and development of the new curriculum reform, the application of modern technical means in high school geography teaching has become more and more extensive. In order to adapt to the requirements of the new curriculum reform, geography teaching must make profound changes to the traditional teaching mode. Therefore, in geography teaching practice, modern technology must be actively used to reform and innovate the traditional geography teaching mode in order to meet the needs of the new curriculum reform and promote the comprehensive and balanced development of students. In geography teaching activities, teachers can only combine traditional teaching methods with multimedia technology and innovative teaching methods, in order to make the teaching content richer and more persuasive.

## 3. The application of multimedia in the teaching case strategy

With the development of modern educational technology, geography teaching combined with modern technical means allows students to give full play to their subjective initiative in learning and obtain good learning results. At present, how to rationally integrate modern technology into geography teaching to optimize geography classroom teaching should be the focus of geography teachers. For high school geography teaching, teachers should analyze the actual needs of students according to their learning progress and obtain the required online resources, so that the teaching content is more in line with the learning characteristics of students [4]. Teachers need to effectively innovate and reform teaching methods using a variety of methods and means to guide students, using multimedia teaching or video pictures of micro-teaching to effectively stimulate students' new interests and strengthen students' understanding of relevant knowledge. This can continuously improve the quality of student learning while effectively cultivating students' comprehensive quality, so that students grow up to be high-quality comprehensive geography talents [5].

### 3.1. Introduction to the classroom

Classroom introduction is the beginning of teaching activities, but also a key step in determining the success of teaching [6]. Therefore, the conception of a high-quality introduction is particularly critical. Teachers should make good use of modern technology in the teaching process, and skillfully integrate it into the classroom introduction, making full use of multimedia, pictures, videos, and other teaching resources, in order to create an excellent teaching environment, so that the students can acquire geographic knowledge in a relaxed and pleasant atmosphere. At the beginning of the course "China's Climate," the teacher can use multimedia technology such as videos showing the diversity of China's climate to quickly attract students' attention. By presenting the natural scenery and humanities of different climates, the teacher can create an immersive learning atmosphere and stimulate students' interest and curiosity. This type of introduction can not only quickly lead students into the classroom situation, but also build a solid foundation for subsequent learning.

## 3.2. Enriching classroom presentations

Geography teachers should actively use network resources to broaden the scope of student learning and carry out in-depth excavation of diversified curriculum resources to build a rich learning platform for students to realize the organic integration of book knowledge and real life. Teachers can use multimedia to play related videos, pictures, and other materials in the classroom to enrich students' understanding of the knowledge of the textbook and stimulate students' interest in geographic knowledge. In the process of geography teaching, teachers should consider all aspects of the content of the textbook with the help of multimedia courseware for in-depth analysis, breaking through the key points and difficulties in teaching [7].

In the classroom explanation of "China's Climate," teachers can use electronic maps and multimedia presentation technology to show the distribution characteristics of China's climate. Through electronic maps, teachers can clearly mark the distribution areas of different climate types and guide students to observe and analyze their distribution patterns. At the same time, using multimedia presentation technology, teachers can show the dynamic process of climate change, such as the formation and movement of monsoons, the distribution of precipitation, etc., so as to help students understand the climate phenomenon more intuitively. In addition, teachers can also play relevant documentaries or popular science videos in class to enrich students' understanding of climate knowledge.

## 3.3. Practice and consolidation

The practice and consolidation stage of the teaching process is crucial and has a decisive impact on the internalization of knowledge, the formation of skills, and the development of students' abilities. At this stage, teaching materials should not be limited to paper media, and the use of modern technology can often achieve unexpected results. For example, after explaining the knowledge points, instant practice questions can be embedded in the courseware to achieve the purpose of timely consolidation. In addition, teachers can also use multimedia to teach geography. In addition, teachers can also use the multimedia teaching platform to release homework, including testing questions, discussion questions, etc., assess students' knowledge mastery, and then push the customized personalized learning resources to the students, and set up differentiated learning tasks, guiding the students to carry out independent learning according to their own interests and development needs, so as to make the teaching more targeted [8].

## 3.4. After-school extended instruction

Teachers' teaching activities should not be limited to the classroom, but the extension of teaching after class is also an important part of teaching to expand students' way of thinking. With the vigorous development of information technology, students' access to learning resources is becoming more and more diversified. For instance, network video, as an emerging technical means, plays an active role in geography teaching, not only effectively meeting the teaching needs of teachers but also significantly enhancing students' knowledge reserves [9]. In students' spare time, teachers can share relevant videos and pictures with students, and assign the homework of watching geography videos and movies, so as to expand students' knowledge. For example, when studying the topic of high school geography "China's Climate," teachers can recommend that students watch documentaries such as "China in Four Seasons," "Changing with the Climate," and "Climate Homeland," so as to enable students to form a more in-depth understanding of the content studied [10]. Given that geography itself is an all-encompassing subject, expanding students' knowledge with the help of modern technology can undoubtedly help them learn geography better.

## 4. Teaching effectiveness

### 4.1. Promoting the formation and enhancement of students' geographic literacy and student development

The integration of modern technology in high school geography teaching can strengthen students' perceptual cognition of geographic knowledge and promote its sublimation to rational understanding. Traditional geography teaching methods mainly rely on teachers' oral lectures, supplemented by paper-based geography textbooks and supplementary materials. Although students can learn geographic knowledge through teachers' vivid verbal descriptions and book contents, given the relatively limited thinking ability of high school students, coupled with the fact that some geographic knowledge may be detached from students' life reality, geographic content dominated by perceptual materials is more easily accepted by high school students. By combining traditional teaching methods with multimedia resources (e.g. videos, photos, animations, etc.), students can carry out simulated experiments and thus explore geographic processes in depth.

In the teaching process, traditional teaching methods relying only on the teacher for explanation are prone to students feeling bored, while modern teaching technology can fully mobilize the senses of students, so that students enhance their interest in learning and are actively involved in learning, thus enhancing learning efficiency. Multimedia technology in teaching can build an attractive and interesting teaching scene, and transform the geographic knowledge of static into dynamic, far into the near [11], creating a pleasant, energetic learning environment for students. By deeply exploring and fully utilizing this significant advantage of multimedia, students' interest in geography can be effectively cultivated and stimulated.

### 4.2. Improving teachers' teaching quality and efficiency

Under the current background of the combination of traditional teaching methods and modern technical means, teachers are no longer limited to traditional teaching methods. Diversified teaching methods have led to a leap in the teaching efficiency of teachers and an overall improvement in the teaching effect. In high school geography teaching, teachers make courseware for the important and difficult points in high school geography teaching before class, skillfully simplifying them using the advantages of modern teaching media. In the current context of the combination of traditional teaching methods and modern technical means, teachers can draw on the courseware produced by other excellent teachers and watch videos of excellent teachers' lectures to summarize their experiences when making PowerPoint courseware. On this basis, combined with the characteristics of students and teachers' own preferences, teaching courseware suitable for the learning situation can be produced, assisting teachers in language explanation and questioning and other methods to improve classroom teaching and enhance the quality of geography teaching.

### 4.3. Promoting education reform in the new era

The integration of modern technology into high school geography teaching has played an important role in promoting educational reform in the new era. It breaks the limitations of traditional teaching and provides students with intuitive, vivid, and diversified ways of learning. Through geography simulation software, three-dimensional maps, and other modern technological means, students are able to explore geographic phenomena in an immersive manner and enhance their understanding of knowledge. At the same time, modern technology also provides students with a wide range of access to knowledge and develops their information processing and practical skills. These changes can not only effectively stimulate students' interest in learning, but also improve the quality of teaching and inject new vitality into the education reform in the new era.

## 5. Conclusion

In the context of the continuous development of modern information technology, the introduction of modern technology in traditional geography teaching is an inevitable trend of teaching reform, the two complement each other and can effectively improve the quality and efficiency of teaching. Modern technology can be introduced into all aspects of teaching, such as inserting rich pictures and videos to visualize geographic things, strengthen students' perceptual understanding, enrich the classroom content, and improve students' interest in learning and teachers' teaching efficiency, which then promotes educational reform. Therefore, future geography teaching should strengthen the research and practice of modern technology references to inject new vitality and momentum into the development of high school geography teaching.

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## Disclosure statement

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