Research on Application Status and Countermeasures of Multimedia in English Teaching

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Keywords: Multimedia, English Teaching, Application Status, Coping Strategies.

Abstract: With the vigorous development of high and new technology, multimedia teaching technology has been widely used in classroom teaching, which has injected vitality and vitality into English classroom teaching. In the process of teaching, teachers use multimedia technology to create a relaxed and pleasant language learning environment for students, students can interact and communicate in the situation, increase classroom density and improve teaching effect. Although multimedia teaching technology has its own advantages, there are still some drawbacks in the application of the present situation, it is necessary to explore effective teaching strategies and steady teaching quality.

1. Introduction

It is clearly stated in the new curriculum standard that information technology should be used as a powerful tool for students to learn and solve problems, so as to change the way students learn and drive students to devote themselves more enthusiastically to exploration activities. As a new way of English classroom teaching, multimedia teaching should be combined with its own advantages and characteristics, as well as based on the current situation of application, the use of strengths and circumvent weaknesses, which is a new subject to be explored in the current teaching stage. This paper will mainly study its application status, and the corresponding countermeasures of the problem, hoping to be available for the reference of relevant professionals.

1.1. Visual Presentation of the Classroom

Multimedia teaching technology, supported by powerful mobile network technology, remote interaction technology, computer comprehensive processing technology and so on, has certain stability, which can urge foreign language teaching to break the boundary of "time and space" in the process of teaching information dissemination, so that different knowledge can be linked and integrated, expand teaching resources, and present in the way of audio-visual and dynamic combination, so as to enliven classroom learning atmosphere and make students more receptive.

1.2. Creating a Real Language Context

Because of the differences of region and culture, students take Chinese as their mother tongue for a long time, and rarely contact the real classroom context in their daily life and learning process. An authentic English classroom context is expected to be acquired by students in English learning. The emergence of multimedia teaching technology, with powerful functional advantages for us to simulate a comprehensive, multi-level language situation, in this situation teachers and students have entered the situation to experience, intuitively understand the different customs and habits around the world, flexible use of English to communicate, to practice.

1.3. Widening Classroom Teaching Capacity

In the multimedia teaching environment, teachers can carry on the teaching design ahead of time, simplify the teaching content, present the content on the PPT in the form of the combination of picture and text, then turn to the large screen, save the blackboard writing time, promote the widening of the classroom teaching capacity, and make the classroom content more substantial. Moreover, the application of multimedia teaching technology can also make the form of teaching
activities change, realize "flipping classroom ", teaching breaks through the limitation of time and space, students can consolidate their knowledge in time and improve their learning efficiency in the network environment.

2. Current Application of Multimedia in English Classroom

Multimedia teaching technology with its powerful advantages is changing our classroom teaching, such as visual presentation of the classroom, students in the scene of images, animation, easy to understand abstract grammar knowledge. And through multimedia technology to create a real language situation, but also can lead students in the classroom environment for communication, interaction together around the problems displayed on the screen to explore learning, collision with the spark of thinking, efficient learning knowledge. For example, the advantage of widening classroom teaching capacity can promote teachers' teaching around special topics, enhance the coherence between teaching knowledge points in each class, and also promote students to learn independently.

However, looking at the current situation of multimedia application in English classroom, it also reveals the following problems, which need to be solved by finding countermeasures.

Question 1: Teacher-led role

Classroom teaching is a teaching art, in classroom teaching teachers should play their own ability to help students integrate knowledge. Under the application of multimedia technology, teachers should study technology, make courseware, and consider the effect of presentation and teaching as a whole in advance. Because this technology is still in the process of updating, teachers are also in the process of adaptation, and the mode of some courseware tends to be fixed, it is difficult for teachers to show some new and sudden ideas and teaching ideas at any time, and can not give full play to the role of teachers' words and deeds.

Question 2: Students' aesthetic fatigue

Nowadays, almost every school has popularized multimedia teaching technology, and the general projector, screen equipment are located in the middle of the classroom. As we all know, the use of all new teaching methods pay attention to "degree ", if students focus on watching for a long time can easily cause visual fatigue, especially sitting in the back row students may be affected by reflection, distance, their own vision, and can not effectively carry out knowledge learning and classroom communication interaction.

Question 3: Easy put the cart before the horse

Multimedia teaching technology is widely loved by teachers and students in the form of its graphic and text combination and visual display of images. If a teacher in the preparation of teaching courseware, in order to investigate the strong visual display effect, it added a lot of color pictures, rotating changes in animation. Although this form can arouse students' interest in learning, it is often easy to put the cart before the horse, causing students to focus on vivid and colorful pictures and ignore language learning, a class is over, students have a very worrying degree of knowledge, learning results are poor.

3. Strategies for Rational Application of Multimedia English Teaching

3.1. Setting Teaching Objectives and Applying Technology Rationally

With the development of science and technology, multimedia teaching technology has gradually got rid of some technical drawbacks. Now primary and secondary schools and universities have been equipped with computer equipment, voice equipment and so on one after another, with special voice classrooms, as shown in figure [1], which provides an excellent environment for modern education and teaching.
In the early stage of teaching, teachers should deeply study the contents of textbooks, add teaching resources with the help of Internet platform, clarify teaching objectives, grasp the important and difficult points of teaching, and apply multimedia technology to teach students in an orderly manner. Taking reading teaching as an example, teachers can first use multimedia to play audio material to students, let students listen first, and simply use notes to record the main points. Then the second time the teacher can use the big screen to play the situation animation, the character dialogue, lets the student feel deeply. Such purposeful and planned classroom teaching, easy to adjust students' own learning initiative, leading students to explore step by step.

3.2. To Screen Teaching Contents and Display Them in a Variety of Ways

As the direct carrier of teaching content, teachers need to screen the teaching content and present it in the form of animation, picture and text. When making courseware or using multimedia technology to display the scene, the teacher, as the organizer of teaching, should pay attention to the realistic and realistic scene. As shown in Figure 2, the teacher's class situation is taught while demonstrating to the students.

During the teaching process, it should be noted that the number of pages of the PPT should be between 8 and 12, and the video images played in each class should be 1.2. In the classroom can not only use multimedia to play songs, animation for students, but also lead students to do exercises together, timely consolidation of the knowledge learned in the classroom.

3.3. Enhancing Classroom Interaction in Combination With Traditional Teaching

In order to ensure good classroom teaching effect, teachers can combine with traditional teaching method and discussion teaching method when applying multimedia teaching. In the classroom, teachers can connect the physical display table, the student's homework display projection to the multimedia screen, intuitively to explain the knowledge points to the students. as shown in Fig .[3].
A teacher can organize students to carry out discussions between students around the "Typical" displayed on the screen. Driven by the learning task, the teacher can actively think and organize correctly structured and logical English sentences to speak to express the results of the discussion in this group. Moreover, teachers can also provide the podium and multimedia equipment to students, so that students can independently perform on the stage and explore the results of the display, to promote mutual learning among students.

3.4. Summing Up Teaching Experience and Keeping Pace With the Times Hand in Hand

The ancients said, "an inch is long, a foot is short." Multimedia teaching is not omnipotent, other conventional teaching methods also have their own advantages. Today, teachers should also be willing to be a teaching researcher, communicate more with students in the classroom, sum up their own teaching experience in time after class, communicate with colleagues on the use of multimedia teaching techniques regularly, and be familiar with the intention of using various teaching methods. For example, I have communicated with colleagues to understand that some simple pop-up answers can be set up on the PPT of small animation to guide students to do questions, such a novel way, students can more experience the suspense caused by the problem, in the process of learning to focus on the exploration. In addition, with the development of the times, multimedia technology is constantly updating and improving, teachers should also keep pace with the times, learn modestly, and reasonably apply multimedia teaching technology to help improve the efficiency of classroom teaching.

4. Conclusion

In a word, multimedia English teaching as a new teaching method is a new test for teachers, students and software development. The popularization of technology has opened up a broad teaching prospect for classroom teaching. Teachers should be good at combining multimedia teaching with traditional teaching methods, exploring the points of convergence between each other, striving to optimize the teaching process, guiding English teaching with harmonious ideas, giving full play to the advantages of multimedia teaching technology to strongly assist classroom teaching, attracting students to actively participate in interaction, fully exercising students' ability of listening, speaking, reading and writing in English, and comprehensive ability such as autonomous learning.

References

