

## The Design of English Multimedia Classroom Teaching Based on Ability Cultivation in vocational school

Gongping Yang

Shanghai Xingjian College, Shanghai 200072, China

**Keywords:** Ability training; vocational English; Multimedia classroom; instructional design

**Abstract:** With the acceleration of economic globalization and the continuous production of new knowledge and technology, we urgently need a new and efficient teaching mode and means to cultivate excellent sci & tech talents to meet the needs of the times. Under the extensive and profound influence of computer technology, English teaching also tends to be information-based. Classroom teaching based on multimedia has become a hot spot in current teaching. Many teachers actively use multimedia to assist English Teaching in practice and believe that it is an excellent means to solve various problems in the traditional teaching mode. But at the same time, we should also pay attention to the application of multimedia. Traditional teaching methods can not be abandoned, but multimedia teaching can not be abused. The teaching practice in recent years shows that there are still many problems to be solved in vocational English multimedia classroom teaching. Therefore, this paper will analyze and discuss these problems, and put forward corresponding solutions in order to improve the quality of English Teaching in vocational school.

### 1. Introduction

For a long time, English teaching in higher vocational education in our country has been a teaching practice with a lot of investment, long time and low efficiency. The reason is that most students at present are tired of the boring and single traditional teaching mode of English grammar and vocabulary explanation in middle and high schools. They are eagerly looking forward to a brand-new English teaching mode that can comprehensively improve their ability to use English comprehensively[ 1]. In accordance with the teaching reform and the spirit of "College English Curriculum Teaching Requirements", major colleges and universities in our country immediately set off an upsurge in the application of multimedia-assisted college English teaching (CET). However, behind this upsurge, various problems of inconsistency with the new model have emerged, making the new model face confusion and challenges. We should explore these issues and solve them as soon as possible [2]. Multimedia technology is based on the computer as the core, which combines computer technology, communication technology, audio technology, video technology, image compression technology and word processing technology, and comprehensively processes text, graphics, images, animation, audio, video, etc. This kind of media information, and make these information establish a logical connection, in order to synergistically express richer and more complex information technology [3].

Teaching strategy is an organic whole composed of teaching ideas, methods, models, and technical means in education and teaching. After determining the educational goal, it combines the determined teaching task with the student's learning law, and scientifically selects and combines related teaching content and forms. , Methods, techniques, etc., in order to establish an effective and valuable educational program [4]. When teaching animation, according to the actual teaching objects and teaching goals, use multimedia to design scientific and reasonable teaching programs. And carry out modern teaching, organically combine traditional teaching methods with multimedia teaching methods, so that students can actively participate in classroom teaching, multimedia teaching to students, forming a scientific and reasonable classroom teaching structure, which can achieve effective Teaching [5]. With the acceleration of economic globalization and the continuous production of new knowledge and new technologies, we urgently need a brand-new, high-efficiency teaching model and means to cultivate outstanding sci & tech talents that meet the needs of the

times. Language teaching is particularly urgent, and multimedia technology provides help for this need. In vocational school, the use of multimedia to strengthen English teaching has become more and more extensive and in-depth [6]. But multimedia courseware is after all an auxiliary tool in the teaching process. If it is used improperly, it will have side effects on teaching. Many teachers have found that there are some problems in multimedia teaching, such as improper teaching methods, weakening of classroom activities, excessively weakening of the role of teachers, and difficulty in showing teaching effects. There are still some problems in the current college English multimedia teaching [7].

## **2. Problems in English multimedia classroom teaching in vocational school**

### **2.1. Characteristics of English multimedia teaching in vocational school**

The use of advanced computers as auxiliary means to promote language teaching is a model born under the background of curriculum teaching reform. In this context, the application of multimedia technology in English teaching is becoming more and more common. To promote this new teaching strategy, we must first do an overall analysis of multimedia teaching. Compared with traditional teaching, this teaching mode has incomparable advantages. With the promotion of multimedia technology in CET in my country, as an advanced teaching method, it has been widely used in vocational English teaching, and it plays an active role in improving teaching quality and enhancing teaching effects. This technology has the characteristics of convenience, interactivity, real-time, diversity and integration in information processing. It has played an important role in accelerating the development and popularization of educational technology. It has been widely used in higher vocational teaching and has become an extremely convenient and effective teaching method [8]. Multimedia technology provides abundant resources for English teaching and learning, and provides great convenience for teaching and independent learning.

Multimedia software enriches classroom teaching through equipment such as projection, slide show, video, recording, etc. It also enables students to better understand the teaching content through intuitive images and graphics, thereby improving the effectiveness of classroom teaching. With the continuous development of science and technology, the multimedia equipment and technology in teaching have also been continuously improved and innovated. In the classroom teaching process, teachers display the teaching content through multimedia equipment, and impart the teaching content to students visually and intuitively through images and videos. Students can not only see pictures and texts through multimedia teaching software, but also can see animations. Hearing the voice, through this vivid and intuitive teaching method, the effectiveness of classroom teaching is fully realized.

### **2.2. Problems in English multimedia teaching mode in vocational school**

It is undeniable that the application of multimedia technology to vocational English teaching has unparalleled advantages. However, if we blindly emphasize multimedia, regard multimedia as omnipotent, all-encompassing, and use it extensively, it will cause new misleading and affect the quality of English teaching in vocational school. In theory, multimedia intervention teaching is to solve problems, but the teaching results reflect that students are not very optimistic about this method. The traditional "protagonist" role. Although the application of multimedia in vocational English teaching has obvious advantages, there are still a series of problems in the application of multimedia technology in teaching practice activities.

Classroom teaching is an art. In the process of using multimedia for vocational English teaching, some teachers have simplified this "art" and turned the two-way teaching activity into a simple courseware display. Continuous flashing, ignoring its own leading role, ignoring irreplaceable modern education technology [9]. Due to the shortage of specialized educational technology talents in universities and insufficient multimedia teaching resources, most of the multimedia coursewares are currently produced by teachers themselves. Teachers in charge combine teaching design, programming, media processing, and art processing. However, many English teachers have

relatively weak grasp of multimedia technology and are not proficient in the production of multimedia courseware, let alone propose improvements to the application of existing multimedia courseware. Some teachers are overly pursuing the novelty of teaching design and do not pay attention to the knowledge and information carried by multimedia; some teachers read the content of the screen to students quickly in class, which is just a formality. Students can't deeply understand the application of the grammatical sentence pattern of a lesson at all.

In today's multimedia teaching classrooms, due to the relatively large capacity of the teaching classroom and the amount of information, teachers need to think about how to explain more knowledge to students in a limited time in the classroom, thus ignoring students' ability to digest and absorb knowledge. ability. Some students who lack the subjectivity and initiative in learning can't grasp the key points and are at a loss as to what to do. The multimedia content is rich, the information capacity is large, and the frequency of courseware presentations is too fast, and some students have difficulty keeping up with the teachers at the beginning. And some students' self-management ability is lagging behind, and self-discipline needs to be improved urgently [10]. Whether it is multimedia classroom teaching or after-school online learning, it is an important way for students to learn independently. However, the autonomy and self-discipline of vocational college students are relatively low, and their anti-interference ability is poor. Putting them in a rich multimedia environment, the emergence of a large amount of sound and image information will distract them.

### 3. Strategies for optimizing multimedia teaching

#### 3.1. Realize complementary advantages, promote mutual reference and integration of multimedia teaching and traditional teaching

In the process of applying multimedia in vocational English teaching, only by unifying the interactive mode supported by multimedia with the traditional classroom teaching can an ideal interactive environment be created. The emotional communication between teachers and students plays an extremely important role in stimulating students' interest in learning and cultivating learning motivation. Students have a natural teacher-oriented nature, that is, their behavior gets the teacher's attention. The interaction in the multimedia teaching classroom mainly includes human-computer interaction, student-student interaction, and teacher-student interaction. In classroom teaching, the interactive form is mainly embodied in the conversation between students and students and between teachers and students. In the process of multimedia teaching, teachers should pay more attention to students to understand their adaptation to multimedia teaching. They should also use relevant channels to enable students to initially master relevant multimedia knowledge so that they can adapt to this new teaching model as soon as possible. Figure 1 is a path analysis model used to construct an effective English classroom environment and determine the learning effect.

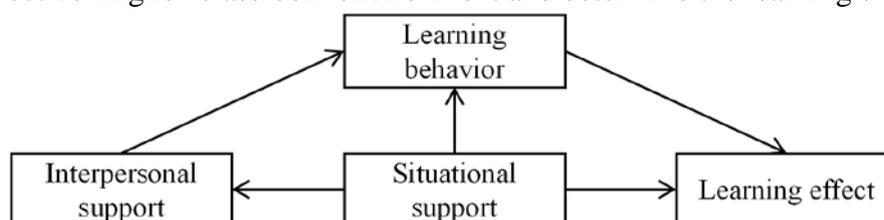


Figure 1 Path analysis model

As a teaching aid, multimedia itself does not have any emotional color, and it is its designers and operators-teachers who really play a role. Although multimedia teaching has many technical advantages, traditional teaching also has advantages that can't be ignored, such as moderate rhythm, various forms, flexibility and easy communication. The advantages of traditional teaching can't be completely abandoned because of the application of multimedia. Only the mouse is used instead of chalk, and only the screen is used instead of the teacher. To apply multimedia technology in English teaching in vocational school, we should first know that its position is auxiliary, not dominant, nor

replacing the inherent teaching mode, and we should not blindly replace other teaching methods with multimedia teaching. Teaching with multimedia equipment can effectively arouse students' thinking and attract students' attention. However, the excessive use of multimedia software will lead to the overflow of classroom teaching information, which makes it difficult for students to fully understand and absorb it, thus having a certain adverse impact on the teaching effect. Therefore, in the teaching process, it is necessary to grasp the use of multimedia software, control the amount of information reasonably, give students enough thinking space, discuss and communicate with students more, and combine traditional teaching methods with multimedia teaching organically according to students' actual learning situation for effective teaching. We should strive to promote the organic combination of multimedia teaching and traditional teaching, and the effective grafting of modern educational technology and traditional teaching mode, so that the advantages of multimedia technology and traditional teaching can be integrated with each other, foster strengths and circumvent weaknesses, complement each other's advantages, give play to their different advantages, and promote the improvement of teaching quality and teaching efficiency

### **3.2. Efforts to improve computer application ability and multimedia courseware production ability**

Teachers should strengthen the study of modern teaching theory and realize that one of the purposes of multimedia teaching mode is to use multimedia media to create a learning environment with students as the main body. Teachers only play a leading role rather than a protagonist. Although multimedia teaching is currently a rare and effective teaching mode, the application of any teaching mode needs to be mastered. If it is used too much, it will weaken the teacher's leading role in teaching. The courseware designed by the teacher has been set up according to the process, the tasks and steps have been set, and there is an interlocking relationship between each task. The teacher presents the courseware to the students and uses the courseware to guide the students in accordance with the established procedures and tasks. conduct. The correct use of teaching software content for teachers is the key to the success of multimedia teaching. We oppose teachers' over-reliance on the finished teaching software and use them all without distinction, because the research and development of any courseware is aimed at its specific applicable objects, and our students are living individuals, their cognitive abilities and Language requirements vary widely, so the finished software may not be suitable for our students.

The smooth development of multimedia network teaching requires teachers to establish a firm concept of information education, consciously transfer the concept and ability of information education to English teaching, make full use of various information resources in teaching, and create a teacher-computer for students. A three-dimensional interactive learning environment for students. Some vocational English teachers, especially middle-aged and elderly teachers, lack modern educational technology training. They regard courseware production as a simple printing of written teaching plans, or design more tricks. As a result, the teaching effect is counterproductive. Therefore, English teachers must accept new challenges, learn how to develop and use multimedia teaching courseware, strengthen modern technology, especially the training of computer courses, and improve their level of use of modern technology. Teachers should continue to learn and recharge, update knowledge, produce high-quality English teaching courseware, create a new form, practical content, and effective classroom teaching model, efficiently develop students' innovative learning potential, and promote the quality of vocational English teaching. promote.

## **4. Conclusions**

As the existing teaching methods tend to be informatized and electronic, the application of multimedia software in teaching is becoming more and more extensive. The integration of information technology into the teaching process has not only changed the traditional teaching methods, but also broadened the teaching horizon and enriched the teaching content. In order to improve the English quality of higher vocational students and meet the actual needs of the current vocational English teaching reform, teachers pay more and more attention to the innovation of

English classroom teaching strategies, and focus on the application of multimedia teaching strategies. While seeing the advantages of multimedia teaching, teachers also need to properly handle the various relationships in the application of this strategy, and fully tap the advantages of multimedia teaching. When using multimedia software for teaching, you must have a correct and reasonable understanding of multimedia software. Teachers must design teaching programs reasonably and systematically according to the characteristics and methods of teaching, and organically combine the multimedia teaching methods of vocational English with traditional teaching methods. , Construct a good teaching model, enable students to actively and actively participate in classroom teaching, and improve the effectiveness of classroom teaching. English teachers must update their teaching concepts, continuously improve their professional standards, strive to master information technology, explore teaching methods and teaching software that conform to the students' cognitive laws, and allow media teaching to play a more active auxiliary role.

### **Acknowledgements**

Research on Higher Vocational English Informatization Teaching Based on "Student-centered"  
Question number:(KJCX16188)

### **References**

- [1] Lu Mingying. Innovative practice of cross-cultural teaching in English flipped classroom in vocational school [J]. Liaoning Economic Management Cadre College. Journal of Liaoning Economic Vocational and Technical College, 2017, 94(006): 94-97.
- [2] Liu Shu, Niu Chunlin. Vocational English Classroom Teaching Design Oriented by Vocational Ability[J]. Journal of Hunan Industry Vocational and Technical College, 2019, 19(01): 98-101.
- [3] Chen Fan. vocational English Informatization Teaching Design Based on the Internet + Times [J]. Education Modernization (Electronic Edition), 2017, 000(032): P.185-186.
- [4] Yin Yanjie. Competence-based vocational English classroom teaching design in the age of MOOC[J]. Culture and Education Data, 2018(15):202-203.
- [5] Guan Jiling, Diao Wei. The Cultivation of the Comprehensive Application Ability of Higher Vocational Students from the Perspective of Memetic Theory——Taking My Father's Teaching Design as an Example [J]. Journal of Huainan Vocational and Technical College, 2017, 017(003): 69 -71.
- [6] Chen Fang. Design and Practice of English CBI Teaching in vocational school in Multimedia Network[J]. 2021(2014-10):87-90.
- [7] Gan Ping, Hong Wangyuan. Application research of flipped classroom based on micro-classes in vocational English teaching[J]. 2021(2017-11):71-75.
- [8] Deng Meihua. Flipped classroom teaching design for vocational English based on second language acquisition theory[J]. Journal of Zhejiang International Maritime Vocational and Technical College, 2020(2):41-43.
- [9] Ye Jingfang, Wang Shuo. Research on the Strategy of Generative Teaching Design in vocational English Classes[J]. Journal of Higher Education, 2016, No.29(05):187-188.
- [10] Chen Yong. The application of multi-modal teaching theory in vocational English classroom teaching design[J]. English Square, 2018, No.092(08):104-106.