Application Research of Multimedia Technology in College English Teaching

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Abstract: With the deepening of college English teaching reform, multimedia technology is increasingly used in college English teaching practice, and its strong advantages are constantly recognized and accepted by people. Multimedia can provide the most realistic language environment for college English teaching, which has become the development direction of university foreign language teaching. In the practice of English teaching, teachers integrate multimedia with college English teaching, which can make college English teaching more colorful, improve students' interest in learning, mobilize students' enthusiasm, and improve teaching quality. By studying the essence of college English teaching reform, this paper deeply understands the important role played by computer multimedia technology, and also discusses its shortcomings.

1. Introduction

With the advancement of science and technology and the popularization of information technology, it is imperative to improve the educational model through the use of scientific and technological means in the field of education. To modernize education, teachers are required to use modern educational concepts and ways of thinking to arm themselves. One of the distinctive features of traditional college English teaching is that teachers receive reading materials, blackboards, and lectures through the classroom, so that students can accept the content of the textbook rigidly. In this mode, the teacher is the controller of the whole teaching process, the students are only passive knowledge recipients, which is not conducive to the students' initiative, enthusiasm and creativity, nor can they adapt to the new requirements of quality education for college English teaching.

College English teaching emphasizes the practical activities such as listening, speaking, reading and writing, and the comprehensive ability to use language. To train students' communicative competence in English, it is necessary to combine various factors such as sound, image, movement and situation. In order to get the best results. Modern multimedia technology provides an excellent way to make college English teaching more lively and colorful, and greatly improve teaching efficiency, which will bring new vitality and vitality to college English teaching.

2. The status quo of college English teaching.

There are many problems in the traditional college English teaching mode. The boring classroom can not fully mobilize the students' enthusiasm. The language learning is from the life, summing up the rules of language use, but also has to learn to spell, etc., the voice tone If there is a lack of interest, it is difficult for students to master the essentials of language learning. With the advancement of current technology, the use of technical means is more and more extensive, students not only will not be boring in the process of learning, but also can learn at any time and any place, and problems can also be promptly asked questions in the assignment of homework and after-school exercises. Traditional college English education advocates students to do more exercises, read more and write more, and remember more words, but largely ignores the importance of oral expression. Therefore, in combination with multimedia education, college English teaching should pay attention to interaction, not only Can enhance the interest, but also can contact the students' oral expression ability. The teacher team currently has a big problem. After 80 years, the teacher has been on the job for many years. The teaching concept has not been advanced, and the school within the system has

neglected the teacher team. Training and training, so the multimedia in the Internet, advanced teaching concepts can be widely displayed in front of every teacher, as long as the timely tracking of the most cutting-edge information and teaching ideas, you can teach students, this is the current English teaching Three problems existed. The application of multimedia technology in college English teaching is based on multimedia technology in English teaching. College English is also a practice of educational philosophy. Scholars who study the concept of teaching have proposed several kinds of cognitions of current teaching models, constructivism, behaviorism and cognitiveism. These kinds of teaching concepts are in multimedia. The application of technology in college English teaching is closely related. The integration of multimedia technology and Internet big data technology has promoted the progress of teaching theory.

2.1 Constructivism theory.

Constructivism is a kind of learning theory that has emerged since the mid-1980s. It is the further development after behaviorism develops into cognitiveism. Emphasize the active construction of knowledge in the learning process. The earliest proponents can be traced back to the Swiss psychologist Piaget, who was further enriched by further discussion by a number of educators. Piaget believes that knowledge is not from the subject, nor from the object, it is the knowledge of the external world that the individual gradually constructs in the process of interacting with the surrounding environment, so that the cognitive structure of the individual is developed. The interaction between the individual and the environment involves two assimilation and adaptation. Learning is not the transfer of knowledge from the teacher to the student, but the process by which the student constructs his or her knowledge: the student is not a passive recipient of information. It is the active constructor of the meaning of information, and this construction cannot be replaced by others. Learning is the process by which learners construct their own knowledge. This means that learning is active, learners are not passive stimulus recipients, and learners must actively process and select external letters. External information itself is meaningless. The meaning is that learners are constructed through repeated and two-way interaction processes between old and new knowledge experiences.

2.2 Behavioralism theory.

The application of multimedia technology to the formation of college English teaching thoughts is influenced by two concepts: one is machine teaching and the other is program teaching. "The machine teaching began with the American psychologist Plessy, and the program teaching came from another psychologist in the United States, Skinner. His basis is the theory of operational conditioning and positive reinforcement in animal experiments in the laboratory. In short, teaching with multimedia technology was first influenced by behavioral psychology. Behavioral psychology denies that its research object is psychological, but the basic components of human and animal behavior are stimulation and reflection. Behaviorism believes that the process of learning is a reactionary process to stimuli. Once the reaction occurs, learning begins, and it is concluded that the results of teaching cause changes in people's behavior. Teachers are the instructors of knowledge, and students passively accept knowledge. All the process of teaching is to require the teacher to arrange the multimedia technology in advance is only an auxiliary means.

2.3 Cognitive theory.

Cognitive learning theory is different from behavioral learning theory, which emphasizes the changes in learners' cognitive structure. It "sees the learning process as an active, purposeful and strategic information processing process. Emphasizing the acquisition of knowledge is not a simple reception of external information, but an active choice and understanding of information." It is not All the information that acts on the senses is eclectic, but under the influence of the cognitive structure, only certain information is paid attention to, and the information that is received is selected and accepted. Cognitive psychology believes that students are active information processors, and teaching is not a "transfer" of knowledge, but a student's active "acquisition". Teachers should create good learning conditions and environment for learners, stimulate students'

motivation and provide reasonable learning strategies to promote learners' learning. In the direction of development, especially to focus on the modernization of teaching methods driven by information technology, to establish a practical, systematic teaching mode teaching content, curriculum system and teaching methods, and gradually form a distinctive English teaching system and testing system.

3. The transition from English traditional teaching mode to multimedia teaching technology application mode.

The policy requires us to continuously promote multimedia technology to the classroom, and it does work well. However, no matter how far it develops, the multimedia teaching mode in the information age is only one of the means to realize the modernization of college English teaching. It cannot replace classroom teaching. Models, student-centered teaching models are not intended to replace the role of teachers. The multimedia college English teaching model puts higher demands on English teachers, and the role of teachers has undergone tremendous changes. The teaching methods we have used for hundreds of years or even thousands of years are being affected, and English teachers are facing unprecedented challenges. It is necessary to quickly and continuously master the knowledge of computer networks, constantly emancipate the mind, and accept the baptism of new teaching concepts. Only in this way can the reform of college English teaching be realized.

4. Advantages of College English Teaching Mode in Multimedia Network Environment.

In the traditional college English teaching class, because the students' level is not average, some students have excellent grades, some students have medium grades, and some students have poor grades. Most of the teachers have set the teaching focus and learning progress, and the teaching methods adopted. They are all aimed at students with medium grades. Therefore, in the teaching process, teachers can not take care of every student, it is bound to lead to the following situation, some of the top students, because too simple, and not satisfied, students with poor grades feel too difficult, but can not understand. Multimedia network teaching can create conditions for students to learn independently, and let students choose the method that suits them according to their actual situation, arrange time and master the progress, thus making up for the shortcomings of traditional teaching. Under the multimedia environment teaching mode, English teachers must not only have the necessary teaching quality, improve their professional quality, but also have the ability to use computers and apply the Internet. This encourages teachers to consciously learn computer and Internet knowledge and actively master professional knowledge, because only in this way can they be synchronized with the times to better guide and guide students' learning and communicate and communicate with students. Therefore, in this situation, the overall quality of teachers will be greatly improved. In the multimedia environment, because college English teaching is no longer restricted by traditional classrooms, students do not need to face traditional textbooks, but learn English knowledge through audio-visual equipment and learning software. Students can follow their own English level. As well as interest, choose the materials you want to learn and arrange your own progress. In the classroom, teachers only play the role of monitoring and inspection, and provide students with the necessary guidance.

5. Problems in the use of multimedia technology for college English teaching.

Modern education theory requires that students' learning subjects should be fully utilized. The use of educational technology should stimulate students' interest in learning. We must strive to create an environment in which learners can participate, so that the transfer of knowledge and development of intelligence and quality can be unified. When used in English class, the role of the teacher has not changed, or is the leader of the class, but How to use multimedia as a tool to transform students into classroom participants, and to share more fun in the classroom. The ancients

said that learning and learning is fun, that is, according to this model, the classroom atmosphere is brought up, and the boring language learning is changed. For fun. In the English class, the interactive teaching process is often an important means for teachers to test students' learning. It is also an important way to promote students' learning, especially for listening and speaking. In the process of asking questions, the students say that learning is helpful. The language ability of the students is improved.

In the process of teaching, teachers must not engage in formalism, blindly pursue multimedia teaching without paying attention to actual effects, thus losing the significance of using multimedia technology for English teaching. The use of multimedia should be beneficial to both the teaching of teachers and the learning of students. Avoid turning English classes into multimedia courseware presentation classes in teaching, avoiding only paying attention to multimedia and ignoring conventional teaching media and means, and avoiding the projection screen as a blackboard.

6. Conclusion

The application of multimedia technology in college English class should be put forward very early. With the advancement of technology, multimedia technology from the simple and simple sketches at the beginning to the current dynamic movies that can be played on the Internet by teachers. And the live interaction with the living groups displayed abroad, the innovation of information technology brings us the convenience and efficiency of learning, but also various problems. There are theoretical cognitions, as well as teacher quality issues in practice, but all of these can be circumvented by normative standards. This article elaborates on various problems, and the drawbacks of application. I hope that educators can use this article to recognize the past deficiencies, modify the teaching plan, and complete the task of college English teaching in a good interactive atmosphere to improve student learning. Ability, self-confidence, establish a optimistic learning attitude, be proactive, and improve the English level of the whole people.

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