

The Analysis of College English Education Model under Multimedia Network Environment

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Abstract. The 21st century is the information age which is characterized by the computer and the network, the college English teaching is facing new demands and new challenges. The traditional teaching model can not meet the requirements of the new era and it is not conducive to training the students who adapt to the times. For this reason, study the college english teaching mode under the multimedia environment is increasingly important. In this paper, the teaching practice and computer knowledge networks are combine to explore the changing role of college english teachers and practical college English teaching mode.

Introduction

Educational information is the big trend of modern educational development, is an important symbol of the modernization of education. Faced with new forms and new changes, the Ministry of Education attaches great importance to the work of educational information, and has introduced a series of policies and measures to promote information technology in education. August 2004 Department of Higher Education promulgated the "College English Curriculum Requirement (on Trial)" (hereinafter referred to as "requirements"). "Requirement" that read: universities / should make full use of multimedia and network technology, the introduction of new teaching model to improve the original single teacher taught classroom-based teaching mode. This means that the face of the network and information technology education, our college English teachers have to think about new teaching ideas, new teaching methods, the use of new teaching resources, innovation, adapt to college English teaching mode network teaching mode [1].

The College English Teaching Model under Multimedia Network Teaching Environment

The approaches those can stimulate students 'interest in learning, improve their ability to learn, develop students' ability to think and learn to solve problems, to nurture students to become useful, such an approach is a good method. In fact, in the Internet age, this standard is still valid.

However, in the Internet age and the information age, teachers must adopt new and innovative ways of teaching practice and teaching reform, in order to achieve the goal of teaching, to achieve the purpose of education. In 1980s, the rise of constructivist learning theory provides a theoretical basis for the design of multimedia courses. The theory is to criticize traditional teaching methods and development that / learning is not affected by external factors, but mainly influenced by the learner's own cognitive style, motivation, emotion, values and the like.

Lecture-type teaching mode. Multimedia lecture-type teaching mode under network environment is evolved from the traditional development mode of teaching. This mode is mainly based on the principles of teaching organization of teaching "teacher-led, student-centered" and achieves teaching activities. This model is still the main teachers teach, but it full use of network resources to the network for the media to achieve communication between teachers and students and

exchange, can be said that new developments and changes in the traditional teaching methods in a multimedia network environment [2].

In the classroom, the teacher carefully prepared lectures using multimedia tools make the content to be taught more informative, more substantial, more innovative forms, attractive and appealing. Integrated use of text, sound, pictures, audio and other media are more likely to arouse the enthusiasm of the students. Teachers designed teaching every aspect, so focused and not distracting. In extracurricular, teachers can teach multimedia courseware and related issues with recommended books and thinking into the network, students can easily review and digest the knowledge taught important and difficult to break limitations of time and place, to ensure that learning effect. Meanwhile, BBS or E-mail ways students and teachers can communicate, ask questions, discuss. Teachers can also be based on the students' different needs and levels, ready to organize and integrate network resources, guiding students to further in-depth research and study, truly student-centered teaching. Lecture-type teaching mode Another point advantage is that the process can be taught or video simulcast on the Internet, thus achieving distance learning, really break the boundaries of time and space, this model can greatly ease the weak teachers in remote areas of chronic disease, realize the benefits of resource sharing .

The discussion teaching model. Discussion teaching mode refers to students through a network bulletin, chat, etc., the teachers arranged around a theme or subject, or they find all kinds of information on the Internet by reading assigned books in advance, and then discussed in the network in one kind of teaching. Discussion can be divided into groups, and then summarizes the various views and perspectives, to achieve the purpose of learning and understanding. In this mode, the teacher's role is host and organizer. In the students to discuss the process, he is listening to those who, while overseeing the quality of the students to discuss, and then discussed the effect is guaranteed. Teachers just give appropriate guidance in key areas such discussions go smoothly. This teaching model characterized by the largest student to think, to state their views, while others 'opinions to evaluate and absorb, can fully develop students' analytical skills and training, highlighting the heuristic teaching [3].

Conducted through the network platform to discuss teaching is one of him from time and place restrictions, teachers and students do not meet face to face in the virtual forum will not cause jittery feeling the benefits, can achieve equality, friendly atmosphere learning process. For distance learning, the discussion based teaching model to make up for the interactive lecture-based teaching model, less exchange shortcomings.

The collaborative teaching model. Collaborative teaching mode mainly reflected a "mutual instruction, cooperative learning." This teaching model has a good effect to cultivate mutual awareness and sense of cooperation and coordination ability of students to. Features of this teaching model is the overall quality of students and team spirit, it lifetime. Secondly, when collaborating together to complete a research project or learn certain aspects of collaborative brainstorming, learning would be better. Collaborative Internet environments can also ensure students' individual characteristics and personality, students can think independently research a particular aspect, then to jointly complete the entire learning program with others, it can only reflect common personality. Mutual instruction, learning from each other for common development and progress, this collaborative teaching model of the Internet age makes learning partner of the role of traditional teaching continuity and development in the network environment.

Individualized teaching mode. Individualized teaching mode multimedia network environment can be truly individualized, because it can freely exchange network and communication platform between teachers and students. Commonly used form of communication there is a network chat rooms, E-mail, online Q and QQ, students can discuss issues with teachers at any time, for guidance, while the teacher can the student characteristics, interests and can give appropriate guidance to classroom teaching The contents deepen, broaden their ideas and vision. Individualized teaching second level allows students to study independently according to teachers and other related multimedia courseware teaching network platform and educational software. Such individualized teaching not only from the limitations of time and space, but also the unrestricted ability level

teaching materials and student differences, students can do, "lines", the teacher can do the difference Teaching. This individual counseling in the traditional sense is a qualitative difference, individual counseling in the traditional sense is no teacher for the students to explain the content to digest after teaching the course content, or counseling for the students did not understand; and multimedia individualized teaching under the network environment means for students to build their own learning process, all student-centered, personalized teaching according to each student's characteristics, to meet students' personalized learning requirements [4].

Inquiry discovery mode. Explore the multimedia network environment discovery teaching mode still follow Dewey "learning by doing" theory. This mode full advantage of the rich network resources, teachers guide students targeted to collect data, and then to organize data, analyze and summarize, and ultimately come to a certain conclusion. Its essence is to use multimedia network-assisted teaching, reflecting the modern teaching methods.

The New Features of College English Education Model under Multimedia Network Environment

The freedom of teaching time and space. Teaching and learning process is no longer a traditional and single lectures, teachers can teach and explain the contents of the focus put on the network, so that students will have more time and opportunity to conduct repeated self, until a real grasp and digest out of the knowledge learned. Students can spend their time and review the frequency of learning. Similarly, lectures and after-school learning lesson on combining more help students improve efficiency, so as to deepen the understanding of the knowledge, teachers and further extended the appropriate advice and guidance to help learning ability and intellectual curiosity of students extended ideas, rich vision. Because the classroom to ensure that basic knowledge and skills of learning and training, and teachers can further deepen the teaching content through the network, to improve the teaching requirements to help students improve their ability to think and solve problems. It is also important that students learn not restricted by location through the network, they can learn at any place with a computer and network. In short, the multimedia network teaching can really break the boundaries of time and space to ensure the smooth progress of learning. At the same time multimedia network teaching also enables remote teaching and online teaching and online Q & A, so that the classroom can be extended in time and space.

The comprehensive teaching content. From the network point of view the characteristics of teaching itself, teaching content-based computer network set text, graphics, pictures, video, sound, animation in one, thus constituting an integrated system. In a specific embodiment the process of teaching, according to teaching requirements, teaching things involved in the process, procedures, and so on all phenomena and conclusions presented to the students, the emphasis and difficulty glance. Such teaching can be done to abstract concepts concrete, visualize complex content, with strong expressive and appealing, and not time and space constraints, so you can better stimulate students to actively thinking, to mobilize students motivation to learn, and thus more conducive to the students what they learn to understand and master [5].

The share of teaching resources. In the Internet era, teachers and students have access to information and equality synchronization features. Thus, teachers can guide students to use the network resource-rich learning content and deepen learning content to help students improve their search for information, to analyze the ability of students to think independently and problem solving skills. Also from space limitations shared network resources, rich variety of domestic and foreign resources can be utilized. Too rich resources is a good thing, but too rich sometimes makes learning complex, requires a lot of time and experience to analyze and retrieve all kinds of information, so in this case the guidance of teachers and experience will help students how to efficiently get useful resources. In resource sharing era the demanding of teachers is higher rather than reduced.

The interactive teaching process. To be applied in the teaching of the "dominant" instructional design theory curriculum design. Traditional instructional design theory is "teacher based", and modern instructional design is "student-oriented." Both instructional design theory has its own

advantages and disadvantages. Therefore, the best approach is to combine the two complement each other, complementary advantages, the use of teacher-led and student-centered instructional design theory that "led" teaching structure. Technically speaking, multimedia network teaching plays through the campus network and the Internet to construct a three-dimensional learning environment, this is a lively and vibrant learning and sharing space, making between teachers and students communicate more smoothly between life and life and cooperation, creating a student initiative to explore the learning environment; in exchange, students can learn how to listen carefully to the views of others, how to understand the views of others to evaluate, modify and improve, thus gradually improve their ability to understand the problem and analyze problems .

The timeliness effect of teaching. Multimedia networks provide good teaching and learning feedback platform, interactive multimedia network teaching, systematic and openness between teachers and students, and students to create a good environment interaction and feedback environment. In such an environment, each student can evaluate others and to be evaluated by others. More importantly, teachers should consciously use such good feedback environment, teachers will guide students as the leading external feedback into students' own internal feedback, becoming a good study habits, improve learning efficiency and effectiveness. Only in this way feedback process, from teachers to guide students led mainly from external organizations of teachers to students over self-organization.

Conclusion

The 21st century is the network information age and it has raised new issues and new challenges for college English teaching. Facing of new changes and new trends, the teachers should use more multimedia network technology in teaching and research in the future to improve multimedia teaching. And the teachers should also base on specific teaching practices discussion and applied more teaching mode to realize teaching reform goals as soon as possible.

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