

# **Analysis of Advantages and Disadvantages of Multimedia Teaching**

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**Abstract.** Introduction of multimedia teaching, having improved the modernized level of teaching, and enrich the methods of teaching, but there are some mistaken ideas. This paper discusses the problems in multimedia teaching from five respects, and have put forward the corresponding improvement measures.

## **Introduction**

In recent years, with computer technology, multimedia technology and the development of computer network technology, school of many courses have been taught by the traditional teachers teaching mode to multimedia auxiliary teaching of modern teaching mode. Map, text, sound, like the integration of a variety of medium such as make the class content is extremely rich and colorful, vivid and lively, let a person like the scene. Multimedia teaching is not only active classroom atmosphere, arouse the enthusiasm of the students' learning, and improve the quality of classroom teaching and received good effect, almost every school in the use of multimedia teaching has been promoted. However, through many years' teaching practice of the author, found that we in the use of multimedia teaching means to fully demonstrate its advantages at the same time, also appeared some improper use, thus in the use of the misconceptions of multimedia teaching.

## **Reverses the Relationship between the Dominant and Main Body of Teaching and Learning**

In the course of teaching, the teacher is always the dominant of the classroom, and the students are the main part, this is the eternal. However, the use of multimedia teaching methods in the future, some teachers are often ignored this crucial point, the multimedia courseware as a center of teaching, and the students themselves and supplemented by the drop position, put a lesson into a multimedia courseware. In fact in this teaching process teachers and students are not much gain, we can not meet our expectations teaching purposes. As teachers, we must grasp their own dominant position and leading role in teaching, multimedia teaching methods are always assisted, quote multimedia teaching methods just to make us more flexible teaching more attractive, so that we can achieve the best teaching results.

## **Multimedia Content Production Confuses**

Multimedia courseware can be teaching some students is not easy to understand, hard to imagine, teachers using conventional methods difficult to express in actual operation or imperceptible to the content, transformed into colorful, lively, dynamic and static courseware, make abstract image of concrete things become intuitive knowledge, and enhance the classroom enlightening and fun, easy to emergent focus and difficulty, thus active in the classroom atmosphere to stimulate students' enthusiasm for learning, improve learning outcomes. However, many teachers in the production of multimedia courseware, just to highlight the graphics, images, sound, animation and other multimedia some of its own characteristics, but ignore the content of the course itself, Students' attention in class often dispersed in Courseware surface color bright, lively animation, and often overlooked implication courseware itself professional content. While most

teachers conducted combined computer technology training, but can make their own courseware teachers still a minority, so how to prepare for the classroom courseware is ordinary teacher is a major problem, Teachers generally do not have to ask someone else (usually a school teacher of information technology) and to do, but will make courseware teachers are often not familiar with the lectures, they are often not very suitable for the production of courseware. It is suggested that schools should regularly invite professional teachers to train all teachers for any aspect of multimedia teaching, so that we produce high-quality courseware.

### **Multimedia Information is Excessive, Unfocused**

Multimedia teaching, greatly facilitates the teachers, it is our intention to introduce a multimedia. But in reality, many teachers save only their own convenience, no longer blackboard drawing, Just to confuse the entire contents of the book "move" on multimedia, the class basically is shining courseware read, the lectures as a "play" course. Because, regardless of primary and secondary courseware content, providing information overload, students can not go to grasp the lesson of the important and difficult, but also did not have time to understand the reaction and specific knowledge, there is no time to take notes. In particular, some very strong logical course, it should be to derive a solid step by step, and even the need to modify the teacher back and forth between wrong and right, suspense, and guide students to remember and understand, while multimedia impossible to achieve this effect. For all classes, all students use the same courseware, not targeted, is not conducive to individualized, teachers' teaching style is difficult to reflect.

### **Interactive Multimedia Teaching is Poor**

In the traditional teaching process, teachers prepare a lesson for time spent working is much larger than the time to teach a lesson, after the introduction of multimedia tools, some knowledge even teachers themselves still vague, but in the multimedia "cover", according to the courseware just read. If the traditional teaching methods, teacher preparation time must be done in that they are familiar with, otherwise it can not be completed on the blackboard teaching. We can imagine that if the teachers are not very proficient in the content, how to inspire students, but what about the students' understanding and grasp. At the same time multimedia teaching process, students just follow the teacher's rhythm to browse courseware, teachers no body language and facial expressions to guide and attract students, or look through the student to determine the student's level of understanding, Teachers are mostly go along with making a good courseware, lack vivid reasoning, thinking is suppressed, inspiration difficult to burst, it can not achieve innovation. At the same time it also suppressed the students' initiative and enthusiasm, Teaching students the opportunity to participate significantly reduced, most of the time in a passive state, often resulting in many students can not concentrate, earlier dispersed to other things, or to focus only stay on the surface of the courseware, but no in-depth understanding. If multimedia presentations instead of teachers and student-led initiative, may seem an illustrated lectures, the students actually had nothing to learn, This is the taboo of our classroom, we also do not advocate the use of multimedia teaching in mind.

### **Should not be forced to Use Multimedia Teaching**

Multimedia courseware aim is to make it easier for students to understand the course content, improve teaching quality and efficiency, but some schools just to enhance the level of modern teaching and vigorously promote the use of multimedia teaching, but not to research the use of multimedia teaching a course teaching in the end produce a more traditional kind of effect, is not satisfactory or better, it seems nobody cares. Some teachers have not brought myself to consider the suitability of the use of multimedia teaching programs, but only in order to map their own convenience, along with a popular, a fashionable

walk, or in order to meet the inspection, there is no vital interests of the students in the first place, the result is often counterproductive. I believe that if it is a strong theory-based courses can take multimedia teaching, such as philosophy, management and other courses; But if logic is tighter courses, such as advanced mathematics, linear algebra, C language, data structure courses, found in the actual effect of the use of multimedia in teaching but not as good as the traditional blackboard teaching received better, students also have the same reaction

## **Conclusion**

Multi-media teaching as a modern teaching model, has become the trend of the current educational reform. But it is after all only an auxiliary means of teaching, teaching teachers should use multimedia technology timely assistance, the creation of a rich scenario, play the best effect, to stimulate active learning, active acquisition of knowledge, and continuously improve learning ability. Only by fully understanding the advantages and disadvantages of multimedia teaching, multimedia teaching and traditional teaching to optimize the integration of scientific and rational use of multimedia, in order to better play the advantages of multimedia teaching, promote the improvement of teaching quality.

In short, the teaching process is a complex and delicate process, teachers impart knowledge of the process, is for students to understand things and the process of building knowledge, it is the teachers and students to share their feelings in the process. The multimedia into the classroom, teachers and students in order to better mobilize the emotions, enhancing the atmosphere lively classroom, to achieve the best teaching results. Therefore, to grasp the ways and means of using multimedia, fully aware that only an auxiliary multimedia teaching methods, the right to use multimedia to avoid weaknesses, play to their great advantage, the better service to the classroom.

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