Analysis on the optimization strategy of College Students' Multimedia English teaching management

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Abstract: with the popularization and development of education informatization, colleges and universities have basically built multimedia classrooms. Under the application of multimedia, college teaching has ushered in new opportunities and challenges. In College English teaching, the application of multimedia provides rich teaching resources and diversified teaching methods for English classroom teaching, but it also puts forward higher requirements for teachers' teaching management. In the current context of quality education, the previous Multimedia English teaching management model in Colleges and universities has been difficult to meet the educational needs of the new era. In this regard, teachers need to further optimize the teaching management according to the characteristics of contemporary college students and the reality of Multimedia English teaching, improve the management effect, and provide students with an efficient learning environment, In order to improve the effectiveness of College English teaching. Based on the management of College Students' Multimedia English teaching, this paper analyzes the current difficulties in teaching management, and puts forward the corresponding optimization strategies, hoping to give some reference.

Key words: colleges and universities; College students; Multimedia; English; Teaching management

Introduction

Compared with the traditional passive indoctrination teaching mode and teaching material centered teaching method, the multimedia English teaching mode has brought new development to college English teaching, showing good teaching effect in teaching, and effectively promoting the improvement of College Students' English level and English ability. However, from the perspective of the current application of multimedia in College English teaching, there are still many problems and difficulties in teaching management, which lead to the failure of the effectiveness of multimedia to give full play, and then affect the teaching effect. In this regard, it is necessary to explore the optimization strategy of College Students' Multimedia English teaching management, which is a matter that college English teachers need to focus on at present. It has a certain positive significance for improving the effect of College English multimedia teaching, improving college students' English learning level, and promoting the development of information education in Colleges and universities.

1. Analysis of the dilemma of College Students' Multimedia English teaching management

1.1 Education informatization needs to be improved

For colleges and universities, in order to ensure the effective development of Multimedia English teaching, schools need to invest sufficient funds to purchase multimedia equipment. But at present, many colleges and universities still need to be improved in multimedia informatization. First, some schools lack investment in multimedia equipment, the shortage of multimedia classrooms in schools, and the lack of regular maintenance, resulting in some equipment damaged and unusable, which seriously affected the smooth development of Multimedia English teaching and hindered the promotion of educational informatization. Second, some colleges and universities do not set up multimedia classrooms for English courses, but only install some multimedia equipment in the original classroom, which is difficult to achieve the expected teaching effect. In addition, some English teachers' ideas have not changed, and they still focus on teaching materials and blackboard writing. The utilization rate of multimedia equipment is not high, and the resource sharing rate is insufficient, resulting in a large number of waste of resources.

1.2 Defects of hierarchical teaching management mode

Under the background of the continuous implementation of quality education, many colleges and universities have gradually started to adopt the hierarchical teaching management mode, which has greatly improved the quality and efficiency of teaching management. However, there are still many unreasonable situations in the management of Multimedia English graded teaching. First, when grading students, some colleges and universities usually grade students through English tests, only considering the students' English knowledge, but not enough considering the students' comprehensive ability, which leads to the unreasonable classification of students' grades, and it is difficult to maximize the effect of Multimedia English teaching. Second, in the process of Multimedia English teaching, some students' English ability and English achievement have been improved after their efforts. They can appropriately improve their grades and change their learning content. However, some colleges and universities often do not adjust students' grades after the initial classification, which cuts off the motivation of students' progress to a certain extent and is not conducive to students' ability growth. In addition, in the management of Multimedia English Graded Teaching in Colleges and universities, there are still some problems, such as teachers' differential treatment of students in different classes, and the examination content is not graded, which need to be paid attention to and solved by both schools and teachers.

1.3 Multimedia teaching method lags behind

At present, many colleges and universities still have some problems in English multimedia teaching methods. First of all, some teachers in Multimedia English teaching mainly focus on the teaching of knowledge inculcation, lack of effective interaction with students, students can only passively accept knowledge in the classroom, the teaching method lags behind, and the classroom atmosphere and teaching effect are poor. Secondly, College English teachers' management energy is limited, and they lack strict control and supervision of students when carrying out multimedia teaching, which leads to the lack of participation of some students with poor self-management ability in the classroom, affecting the quality and efficiency of learning. In addition, some English teachers, when applying multimedia, only move the knowledge content in the teaching materials into the courseware and display it in multimedia, lacking the introduction of diversified resources and failing to give full play to the advantages of multimedia teaching.

2. Optimization strategy of College Students' Multimedia English teaching management

2.1 Strengthen investment in information facilities and increase multimedia teaching equipment

In order to realize multimedia English teaching, colleges and universities need to strengthen the investment in information facilities, provide enough multimedia teaching equipment and venues, so that teachers can have sufficient conditions to carry out multimedia English teaching, which is the basic guarantee of Multimedia English teaching. In this regard, first of all, colleges and universities need to understand the important significance of multimedia teaching mode in English teaching, and pay attention to the development of this mode, and then provide sufficient support in terms of funds, equipment, venues, etc., accelerate the construction of Multimedia English classrooms, and invest in information facilities and multimedia equipment according to the teaching needs of College English, Ensure that English teachers have sufficient conditions to carry out multimedia teaching, effectively improve the quality and efficiency of Multimedia English teaching, and strengthen teaching management. Secondly, regular maintenance should be carried out for the multimedia equipment and information facilities of the school. It is not only necessary to emphasize the scientific use of teachers and students in daily life, but also to allocate special maintenance personnel to regularly check and maintain the multimedia English classroom in the school, and timely repair in case of failure or damage, so as to ensure the normal use of the multimedia English classroom and avoid the need for temporary replacement of the classroom or the inability to carry out multimedia teaching due to equipment failure.

2.2 Promote the rationalization of class division and grading, and improve the teaching management mode

As a basic public course in Colleges and universities, the scope of English teaching basically covers the whole school, and more students participate in learning. Therefore, colleges and universities need to scientifically classify and grade students according to their different majors and abilities, so as to improve the efficiency and effect of Multimedia English teaching management and improve the teaching management mode. To be specific, first of all, we should scientifically formulate the classification and grading standards. As far as college students' English learning is concerned, it is one-sided to grade or divide classes only according to the English knowledge test results, and it can not guarantee the rationality of class division and classification. In this regard, it is also necessary to comprehensively consider the students' actual learning habits, learning potential, English listening, speaking, reading and writing comprehensive ability and other aspects, and accordingly formulate a comprehensive classification and grading standard, conduct a comprehensive examination and scientific evaluation of students, so as to ensure the scientization and rationalization of the final classification and grading. Secondly, students' grades and classes should be adjusted regularly. After a period of time, students' English ability and learning level may change. If the class is still taught according to the results of the first class division and grading, it will not only slow down the pace of students' progress, but also affect students' learning motivation to a certain extent. Therefore, in college students' Multimedia English teaching, teachers should comprehensively evaluate students' abilities according to scientific grading and class classification standards at regular intervals, adjust students' grades according to the evaluation results, and assign them to corresponding classes, so as to ensure that the teaching level and teaching progress match the actual abilities of students, Promote the progress of students' overall English ability and improve students' learning enthusiasm. In addition, after the scientific classification and grading, teachers should also carry out targeted teaching for students of different grades and classes, combine students' specific majors, actual learning situation and English learning ability, and tailor different learning plans and teaching strategies for them, optimize targeted teaching mode, so as to better improve the effect of Multimedia English teaching.

2.3 Strengthen the use of network resources and improve the effect of English Teaching

In recent years, the progress of network technology has brought new reform directions to college education and teaching. Based on the background of Internet + education, the Internet platform provides richer teaching resources for College Multimedia English teaching, and provides more learning channels for students. Based on this, College English teachers should strengthen the use of network resources, give full play to the role of network channels, and effectively improve the teaching effect when carrying out multimedia English teaching. First, teachers can introduce network resources into the classroom. Compared with the traditional teaching method of textbook + blackboard writing, new media equipment provides a more diversified display form for English classroom. With the help of new media equipment, teachers can not only display ppt courseware in class, but also play audio and video, pictures, motion pictures and other resources. In the actual classroom, teachers can combine the course content and collect the corresponding teaching resources through the network, such as English songs, English movies, relevant extracurricular English articles, etc., sort out these resources and fully display them in the classroom through multimedia. This can not only enrich the content of curriculum resources, but also help to activate students' enthusiasm

and classroom atmosphere, create a vivid language environment in the classroom, and then guide students to carry out efficient learning. Secondly, teachers can guide students to carry out online learning with the help of English learning software on the Internet. On the one hand, teachers can use "happy word field", "scallop words", "ink back words" and other software to let students import vocabulary databases such as CET-4 and CET-6 vocabulary and College English vocabulary into the software, help students design scientific word recitation plans, expand students' vocabulary, and cultivate students' English learning habits. On the other hand, teachers can use various English learning resources in the learning software to further expand students' learning horizons, guide students to read some English articles by themselves through the learning software in their spare time, and improve their English reading level. In addition, teachers can also set up a class learning community through software, guide students to interact in the community, and realize the effective growth of students' oral ability.

2.4 Centering on students' needs, optimizing teaching management concepts and methods

With the popularity of the "student-centered" education concept in China's education, College English teachers should also pay attention to the actual needs of students, constantly optimize the teaching management concepts and methods, and implement the "student-centered" concept into college students' Multimedia English teaching management, so as to improve the management efficiency and effect. In the actual teaching management, teachers can fully understand the needs of students' Multimedia English learning through questionnaire survey, and meet the needs of students as much as possible in teaching. For example, in order to meet the needs of students' English communication, teachers can set up language communication activities in the classroom. By understanding that students are generally interested in English movies, teachers can use multimedia to play movie clips, so as to build a practical communication context, guide students to carry out oral communication activities, effectively improve students' interest in English and classroom enthusiasm, and promote the comprehensive cultivation of their English ability.

3. Concluding remarks

To sum up, although the current multimedia English teaching mode has basically been fully realized in College English teaching, there are still many problems in the teaching management, which makes the actual teaching effect and efficiency difficult to reach the expected level. Based on this, College English teachers should strengthen the investment in information facilities and increase multimedia teaching equipment; Promote the rationalization of class division and grading, and improve the teaching management mode; Strengthen the use of network resources to improve the effect of English teaching; Taking students' needs as the center, optimize teaching management concepts and methods; From the perspective of giving full play to the role of teachers and improving the effectiveness of classroom management, we should constantly optimize the management of College Students' Multimedia English teaching, promote the scientificity and systematicness of teaching management, give full play to the role of multimedia in English teaching, improve the teaching level and efficiency, and further promote the reform process of College English teaching and information education.

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