

The Empirical Research on Multimedia Teaching Based on Autonomous Learning Ability

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Abstract: *The competitiveness and development potentiality of college students depends on whether they have strong autonomous learning ability or not. English Teaching in China is gradually developing towards the direction of diversification, autonomy and active learning. Autonomous learning is the subject which is through the students' independent analysis, exploration, practice and other methods to achieve learning goals. Autonomous learning is a new learning mode in China. It is a capability that learners must have under the new college English teaching reform. Cultivation of autonomous learning ability is the need of social development to adapt to the challenges of new century. The application and development of multimedia teaching in China provide a good environment for autonomous learning. Through multimedia teaching, increasing students' interest in learning, improving students' learning efficiency and enhancing students' autonomous learning ability become a feasible teaching method in the new era. For it can explore new era of multimedia teaching of the advantages and disadvantages and whether the autonomous learning has a positive effect on students' English learning.*

1. Literature Review

1.1 definition of multimedia teaching

Multimedia teaching means that in the course of teaching, according to the teaching objectives and the characteristics of the object of teaching, through the teaching design, the rational selection and use of modern teaching media to participate in the whole process of teaching, with a variety of media information effected on the students, which will form a reasonable teaching process structure. And the optimized teaching effect can greatly facilitate teachers to demonstrate classroom teaching, and enrich teaching forms and make classes easier and more interesting. Moreover, using multimedia can show some contents that traditional teaching can't express. Teachers can save teaching content in Courseware. In class, through a certain operation, the knowledge of storage is presented through multimedia. Multimedia is not only to decrease the hard work of the teacher's writing, but also to show the key knowledge so as to kill two birds with one stone.

1.2 definition of multimedia Autonomous Learning

Autonomous Learning stems from an academic discussion of lifelong learning, and since then it has become a popular term in education. Knowing that the definition of autonomous learning is still different in different fields, it is difficult to define its concept. Different scholars have different definitions according to their own understanding. Holec (1981) was the first to study autonomous learning. In his book "autonomy and foreign language learning", he mentioned that autonomous learning is a self - decision ability rather than being influenced by others to tell you what to do. Grapefruit learning ability people can determine their own learning goals, learning materials, methods, time and space, and learning process, and can estimate the results of learning. Holec believes that this ability is acquired through systematic learning, not inherent. In 1985, Holec further improved its theory of learner autonomy through the discussion of language learning. His initial research on autonomous learning has promoted the further study of later scholars. Since then, different scholars and researchers have classified autonomous learning in various ways. From the existing studies, we can see that autonomous learning has the following characteristics:

- (1) autonomous learning pays more attention to learning rather than education.
- (2) autonomous learning also requires cooperation and support from peers.
- (3) learning plan is an effective auxiliary tool for learners.
- (4) the role of teachers is changed to focus on teaching, leaving more room for students' autonomous learning.

2. Empirical Research

2.1 The Purpose of Research

The thesis mainly aims at college students, taking freshmen and sophomore college students as the investigation object, investigating the situation and dependence of college students on the use of multimedia teaching, the degree of knowledge and dependence on blue Mo class, and the status and efficiency of College Students' autonomous learning. Teachers, to observe the attitude of college students to multimedia teaching and their views on autonomous learning, understand the status of students' autonomous learning from the perspective of teachers so as to facilitate the understanding of the advantages and disadvantages of multimedia teaching and the promotion of self-learning by multimedia teaching.

2.2 The Subject of Research.

The paper mainly aims at college students, taking freshmen and sophomore college students as the investigation object. According to the use of blue Mo class in College English class, this paper analyzes the autonomous situation of college students and the influence of the use of multimedia on the autonomous learning of College English, and the causes of these effects. Through interviews with college English teachers and questionnaires to college students, this paper explores how to effectively apply multimedia teaching techniques to English classes and give full play to the unique advantages of multimedia teaching in order to improve students' initiative and enthusiasm to learn English and enhance their interest in learning English. The efficiency of learning English.

2.3 The Hypothesis of Research

With the implementation of the new round of College English teaching reform throughout the country, multimedia teaching technology has been widely popularized and applied in English teaching. However, in China, the long-term traditional teaching mode has made the majority of students adapt to the teacher centered class. We should carefully discuss the teaching of multimedia to students. In order to explore whether multimedia teaching is conducive to students' autonomous learning, this study proposes the following assumptions:

- (1) multimedia teaching is helpful to improve students' English learning level.
- (2) multimedia teaching is conducive to students' autonomous learning.

2.4 The Process of Research

In order to understand the basic cognition and attitude to the media teaching and autonomous learning by investigating the use of the multimedia classroom and the experience of using the multimedia class to their own learning state, the study is to further understand the students' use of multimedia teaching according to the following questions in the questionnaire. For multimedia teaching and autonomous learning, the objectives of the questionnaire are all college English students who have received multimedia teaching and used blue Mo class. The questionnaire includes the use of the multimedia classroom of the target object, the comparison of the learning state before and after the multimedia teaching, the views on the multimedia teaching and the traditional teaching, the degree of dependence on the teacher and the view of the trend of the development of the multimedia teaching. In addition to questionnaires, interviews were conducted with teachers to understand teachers' opinions on multimedia teaching subjectively.

3. Findings, Discussions and Implication.

3.1 Findings

According to the survey, the average age of college students is 20 years, the average age of using computers is 7 years, and the average time of using multimedia is 4 to 5 years. According to the data, students were exposed to computers in 2004. For a variety of reasons, the average time for college students to use an average time of computer is 2 to 3 hours a week, that is to say, the total time of using computer learning time is less than 1/5. Through the above analysis, it can be seen that the students' contact with the multimedia time is very limited.

Multimedia teaching is a common teaching means in modern teaching. From the survey, we can see that more than 95% of the students have used multimedia teaching, and most of them should be familiar with the multimedia class. It shows that the multimedia teaching in our school is carried out smoothly and the scope of popularization is very wide. However, through interviews with college students, we know that a lot of college students think the school multimedia equipment is complete, but a lot of equipment has been aging because of the time problem, and the use of equipment in the school library is very poor. In some large classrooms, the number of college students will be numerous, leading to the fact that college students who sit behind may not see clearly the courseware or listen to the video and audio content.

From the survey, we can see that almost half the number of students like multimedia teaching, and the number of students who do not like multimedia class accounts for less than 1/4. Through

dialogue and discussion with college students, we find that the use of multimedia helps to improve students' attention and understanding. Compared with the traditional blackboard teaching, the multimedia teaching content is more abundant, the visual effect is better, and the hearing can be used, and many kinds of senses can be involved, which enhances the charm of the classroom. When learning some abstract knowledge and concepts, multimedia can provide students with various ways of analyzing problems and solving problems.

It is obvious that multimedia teaching helps to improve students' achievements. 85% think they have been promoted from multimedia teaching. From the dialogue with college students, they can also learn that new multimedia teaching meets their learning needs in class and after class, making classes and teaching more interesting and more learning methods.

3.2 Discussion

Computer is a powerful tool for college students to study. Multimedia teaching can promote students' learning ability. But at the same time, college students are also affected by the entertainment role of computers. Without attention, college students will disperse their energy and waste their time and resources. So, while using multimedia teaching, it is necessary for college students to be correct. To guide effective multimedia utilization. Students who are responsible for their study rarely have difficulties, because they are always looking for a favorable way of learning, as students should understand that the students themselves are the subject of learning, not the teachers. Finding a suitable way of learning is the most important. To sum up, under the multimedia teaching model, the cultivation of College Students' self-learning ability of English requires students to monitor and standardize their own learning ability, but also need teachers to conduct reasonable guidance. Only by strengthening the combination of the two ways, can the learners change from "learning" to "learning" to accept the end. Physical education really becomes a high-quality talent to adapt to the times. As a teacher, we can strengthen the attention and mastery of multimedia teaching technology, break the thinking set, be familiar with the operation methods of multimedia teaching system, understand the characteristics and advantages of multimedia course arrangement, distinguish the differences between multimedia teaching and traditional teaching by learning, and strengthen the teaching method under the multimedia environment through practical application. In order to further understand and master the teaching rules of multimedia courses. Multimedia foreign language teaching should be down-to-earth, focusing on language teaching and research, with emphasis on teaching effect. The key to optimizing multimedia teaching is to find out the combination point, breakthrough point and timing of multimedia teaching methods and foreign language teaching.

3.3 Implication

Multimedia teaching has entered our classroom with its advanced, unique, vivid and interesting characteristics. It is the inevitable result of the development of education, and it is also the trend of the development of modern information society. Reasonable implementation of multimedia teaching can improve the traditional teaching mode, stimulate students' interest in learning, and improve the efficiency of teachers' teaching. Multimedia teaching has a positive effect on students' autonomous learning ability. Most college students can use computers skillfully, that is to say, they can quickly adapt to multimedia classroom and use computers to learn. The application of the Internet makes learning more free and flexible, and many college students support multimedia teaching. They think that multimedia teaching, as a new teaching method, can help them to learn

better and improve their English level. But we must realize that the multimedia teaching is only a kind of teaching method, and the computer and the network are only a kind of auxiliary learning tool. Although the multimedia teaching is an advanced teaching idea in the modern society, it is also for the teaching service, and the multimedia can not replace the teacher's class completely.

In addition, some effective methods of autonomous learning are collected in interviews with target interviews. For example, college students can make corresponding learning plans according to their professional characteristics, draw up their learning goals and make use of their learning resources. For example, when to set a timetable and when to achieve your goal in English learning. At the same time, students should make rational use of the learning resources provided by the school, such as school library, voice room, English corner and so on, to improve their reading and listening ability to adapt to their own learning strategies. The learning strategy is the learner's analysis of the learning task and the plan made according to its own situation. This plan puts forward an execution program (when, what method, and what level) to the current task. In the process of carrying out the learning task, the college students should monitor whether the learning task can reach the goal. And adjust the distance between the plan and the target in time to achieve the goal of completing the learning task efficiently. Check and monitor the knowledge that has been learned. College students can ask questions about what they have learned (such as reading materials, etc.), or make an outline of the materials that have been read, and compare them with the real materials to monitor the ability to understand the knowledge.

Some college students lack self-control ability, they adapt to the traditional teaching mode of classroom activities, and are still difficult in autonomous learning, especially the students who have just entered the University, they have no experience of self-study, still need the guidance and supervision of teachers. Teachers should appropriately change the traditional teaching methods, from "Teacher centered" to "student centered" transformation. For example, it can help students analyze their current English level and help them develop their own learning tables. In order to let students know the importance of self-study, teachers communicate and communicate with students to make students identify a realistic learning goal suitable for their English level at the present stage and make corresponding learning plans. Teachers should join in the status of the organizers, guides and promoters of the classroom activities, and carry out the "student centered" teaching mode, so that the students can have the freedom and opportunity to display fully. In the whole teaching process, teachers' teaching is an interactive and integrated relationship with students' learning. Teachers' responsibilities are mainly not only in teaching knowledge, but also in teaching students to learn.

4. Conclusion

Multimedia teaching is the trend of future teaching. Therefore, it is necessary for the teachers and students to adapt and make use of multimedia teaching perfectly. College students can use multimedia technology to absorb and supplement the knowledge they need, and make use of the advantages of multimedia to enhance their English level and self-study. Ability. Of course, students' autonomy is not inherent. It needs teachers to help, guide and supervise.

Teachers, as the guides of students' learning, play an absolutely important role in cultivating students' sense of autonomy. As teachers, teachers should strengthen their response to the new situation. Not only have excellent English literacy, but also fully understand multimedia teaching, use multimedia equipment skillfully, provide reliable knowledge resources for students when necessary, and keep pace with the times in the teaching concept. We should give full consideration

to the use of multimedia, that is, we should make reasonable use of the advantages of multimedia, and we should also pay attention not to overuse it, resulting in its counterproductive effect.

The equipment and perfection of the multimedia hardware facilities greatly affect the quality of multimedia teaching. Although most teachers can use multimedia teaching in a relatively perfect environment, there are still problems of aging facilities in the school, the use of multimedia equipment is not perfect, and the school can strengthen the improvement of multimedia equipment. And management, so that teachers can give full play to the space, ensure the quality of teaching and ensure the smooth progress of teaching. As the education reform matures day by day, the reform of the multimedia application as a teaching means is the first to bear the brunt, but there are still a lot of shortcomings in the understanding and use of it. We should constantly develop multimedia teaching technology, combine the characteristics of different courses and teaching objects, and cooperate with other teaching methods to improve the teaching efficiency, stimulate the enthusiasm of the students, cultivate the emotional interaction between teachers and students, and improve the quality of teaching.

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